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AUTHOR Graham, C. Ray; And Others
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ABSTRACT

This guide is a catalog of adult education English-as-a-Second-Language (ESL) materials, covering literacy, citizenship, and life-coping skills. It is intended to serve the needs of adult education ESL instructors and supervisors. The catalog is organized in three sections. Section I consists of evaluations of 27 instructional systems. Information is given on lesson format, content, components, and overall evaluation. Section II contains evaluations of 148 supplementary instructional materials. Each evaluation includes a checklist of skills and general information and a narrative section describing the lesson format, content, and overall evaluation. A one-page checklist for each title reviews 18 separate aspects of the materials. Field test information for the materials that were field tested is supplied following the evaluation of the specific title. Section III contains appendixes that include: (1) lists of publishers and addresses; (2) video teacher training programs; (3) video and computer instructional programs; (4) citizenship materials; (5) ESL testing materials; and (6) an outline of native language literacy. A title index is provided. (KC)

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ADULT EDUCATION ESL SELECTORS GUIDE

CENTER FOR CONTINUING EDUCATION

TEXAS A&I UNIVERSITY

KINGSVILLE, TEXAS

Written and Produced by

JANE GRAHAM

MARK M. WALSH

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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ADULT EDUCATION ESL SELECTORS GUIDE

Instructional Resources for Limited English Speaking Adults

Written and Produced

by

C. Ray Graham, Ph.D.

Mark M. Walsh, Ph.D.

Blanche Armendáriz, M.Ed.

Developed for and Funded by the

Texas Education Agency

July 1988

Center for Continuing Education
Texas A&I University
Kingsville, Texas

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This book is dedicated to Adult Education ESL teachers and their students. It is the hope of the authors that this Guide will help improve English proficiency of adult students so they can more fully participate in American Society.

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Introduction

This manual is intended to serve the needs of adult education ESL instructors and supervisors. It is a formidable task to sort through the innumerable instructional materials being published for limited English speaking adults. Furthermore, it seems that new materials are being developed and marketed everyday. Consequently, even for the experienced ESL instructor, the process of selecting **the right material** is a near impossible task.

The Selector's Guide is a catalog of Adult Education ESL materials, including literacy, citizenship, and life coping skills. The body of the catalog is divided into three sections. **Section I** consists of evaluations of 27 instructional systems. **Section II** consists of evaluations of 148 supplementary instructional materials. Each evaluation includes a checklist of skills and general information, and a narrative section describing the lesson format, content, and overall evaluation. Field test information for the materials which were field tested is found following the evaluation of the specific title. **Section III** consists of appendices and includes a list of publisher names and addresses, a list of identified video teacher training programs, a list of identified video and computer instructional programs, a list of identified citizenship materials, a list of ESL testing materials, and an outline of native language literacy.

The one page checklist for each title evaluated in this guide reviews 18 separate aspects (columns) of the material. Important questions, such as, purpose, skill area percentages, levels, syllabus design, methodology, literacy ability, and presence of teacher's guide, are answered at a glance. For example, if an instructor wants to use materials emphasizing reading and writing, she/he looks at those columns first, i.e., the reading and writing columns which indicate the percentage of instruction devoted to those particular skills. Or, if a supervisor wants to stress beginning level, listening and speaking skills, those specific columns are reviewed. Before attempting to interpret the checklist, the user must understand all **code symbols.** These symbols are explained in the **INSTRUCTIONS** found on pages 3 and 4.

Once the user has selected a few items to be studied he/she refers to the second page of the evaluation, namely, the instructional design section. This page includes two important components of instructional design, namely, lesson format and content. The final part of the page is devoted to an overall evaluation.

The **lesson format** outline and/or narrative includes what is found in a typical lesson. Enough detail is given to provide the instructor with a good idea of what each lesson contains and how it is presented.

The **content** outline and/or narrative section defines the specific content of the lessons. A comprehensive description of situational, functional or subject matter content is included in this section. Comments may include whether or not the content is appropriate for adult learners.

The last section of the second page, **overall evaluation,** is the most important step. It provides a critical assessment of the extent to which the materials will be useful in achieving the purposes for which they were designed. Specific strengths and weaknesses for evaluated items are noted. Finally, all materials evaluated are rated on a scale of 1=poor, 2=below average, 3=average, 4=above average, and 5=outstanding. Even though the overall evaluation section is very important, the user is cautioned to consider all aspects of the two page evaluation. The specific needs of an Adult Education ESL Program should coincide with the strengths of the evaluated materials selected.

Adult educators are cautioned <u>not</u> to select materials simply because of a 5=outstanding rating. In the opinion of the authors, many times the difference between a 4 rating and a 5 rating is not substantial. The final rating number assigned to each evaluated item was based on the professional opinion of the project staff, which admittedly is subject to error. Furthermore, the material may be outstanding because it achieves the purpose for which it was developed; however, it may not necessarily meet the specific needs of a specific class, or program. Therefore, it is incumbent upon the user to review the evaluation carefully in order to select material which is congruent with student needs.

INSTRUCTIONS

TITLE & COMPONENTS

Give title of materials and list components such as student manuals, teacher manuals, audio tapes, video tapes, workbooks, visual aids, etc.

SYSTEM/SUPPLEMENTARY

Identify the material as being a system or a supplementary material using the following codes and definitions: SYS = system - a book or series of books which treat a full range of language skills and cover at least two complete language proficiency levels. SUP = supplementary - a books(s) which treats a partial range of language skills and serves as support material for a given proficiency level.

PRICE

Give price of each set of componenets listed, if available.

PURPOSE/FOCUS

Identify the type of learner for whom the materials are intended. S = survival, A = academic, V = vocational, O = occupational, ESP = English for special purposes, G = general. For purposes of this evaluation the above terms will be defined as follows: a] Survival English is for members of the community who wish to learn enough English to shop, go to the doctor, rent and apartment, etc. These persons are not necessarily interested in pursuing academic work, either at the GED level nor at the college level. b] Academic English or educational English is for learners who are currently involved in academic work or who are preparing to do so either in a GED program or at the college level. Usually the situations for such materials center around student life and such materials include more grammar work and higher levels of literacy are required for using the materials. c] Occupational English is distinguished by its content. It is aimed at helping the learners to get jobs or to upgrade their employment. Such materials usually include situations where the learner is filling out job applications, engaging in interviews, developing resumes, etc. d] English for Special Purposes as used here is intended to designate those materials designed to prepare students to work in particular professions such as medicine, business, etc. e] Vocational English is a sub-category of English for Special Purposes and is intended to identify materials for learners who wish to develop English skills relating to a particular vocation such as auto mechanics, welding, carpentry, etc.

SKILL AREAS

Identify the principal skill areas treated in the materials by placing an initial for the skill and a % to represent the approximate ratio of the time to be focused on that skill (e.g., L 40, S 35, R 10, W 5, V 5, P 0, G 5, I 0). The total percentage of skills treated should equal 100%. Use the following codes for skill areas: L = listening, S = speaking, R = reading, W = writing, V = vocabulary, P = pronunciation, G = grammar, I = idioms.

LEVEL

Identify the level of the student for whom the materials are designed/appropriate, i.e., b = beginning, i = intermediate, and a = advanced.

HOURS OF INSTRUCTION

Estimate the number of hours of instruction for which the materials are intended. Often the publisher will indicate this in the introduction. If not, estimate the approximate length of time each lesson will take and multiply this by the number of lessons. Allow some time for review.

LEARNER LITERACY

Indicate a "Y" if the materials assume that learners are literate (in their native language or in English). Indicate an "N" if the materials do not assume literacy, i.e., if special provisions are made for non-literate learners.

SYLLABUS DESIGN

Indicate how the materials are sequenced. G = grammatical (lessons are arranged according to grammatical structures being taught); S = situational (lessons are arranged according to situations such as a visit to the doctor, shopping for groceries, etc.); F = functional (lessons are arranged according to the language function being taught, e.g., asking for information, giving directions, etc.); GS, FS = combinations of the above.

METHODOLOGY

Identify the methodology specified or implied in the materials by using the following code(s) for the methodologies: A = audiolingual, TPR = total physical response, NA = natural approach, LEA = language experience approach, e = eclectic, and O = other.

QUALITY OF TEACHER'S GUIDE

Indicate on a scale of 1 = impossible to use materials as intended without special training, to 5 = instructions are completely adequate for use by a teacher with little previous training.

PHYSICAL QUALITY

Indicate on a scale of 1 = very poor quality, to 5 = superior quality, your impression of the materials in terms of their durability, aesthetics, technical quality, etc.

FIELD TESTING

Indicate on a scale of 1 = no field testing mentioned, to 5 = extensive field testing, the extent to which the materials have been field tested. (A discussion of field testing should appear in the preface to the teacher's manual or in the introductory materials.)

LACK OF BIAS

Indicate on a scale of 1 = high bias, to 5 = no bias, the degree to which the materials contain unfavorable stereotypes of any group based on sex, race, ethnicity, beliefs, etc.

INSTRUCTIONAL DESIGN

Learning Activities: (List in the sequence in which they occur in the text, the learning activities included in a typical unit or lesson. Comment on the variety and appropriateness of the activities.)

Situational Content: (Include here a comprehensive list of the situations or subject matter content included in the materials, e.g., in the grocery store, in the doctor's office, etc. Comment on the appropriateness of the situations for adult learners.)

OVERALL EVALUATION

Provide an assessment of the extent to which the materials will be useful in achieving the purposes for which they are designed. Review SPECIFIC strengths and weaknesses of the materials and give an overall evaluation on a scale of 5 = outstanding, 4 = above average, 3 = average, 2 = below average, and 1 = poor.

Section I

Instructional Systems

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
AMERICAN STREAMLINE (Oxford University Press, 1984)																		
Level 1: Departures Student Text	G	20	20	15	10	20	10	5	B	80	Y	SF	NA	-	5	1	5	4
Workbook A	G	10	-	30	30	25	-	5	B	40	Y	SF	NA	-	5	1	5	4
Workbook B	G	10	-	30	30	25	-	5	B	40	Y	SF	NA	-	5	1	5	4
Teacher's Extra	G	-	-	-	-	-	-	-	B	-	-	-	-	5	5	-	-	
Tests	G	-	-	30	30	20	-	20	B	2	Y	-	-	-	5	1	5	4
Teacher's Edition	G	-	-	-	-	-	-	-	B	-	-	-	-	5	-	-		
Cassettes not available for evaluation.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Level 2: Connections Student Text	G	15	25	20	10	20	5	5	I	80	Y	SF	NA	-	5	1	5	4
Workbook A	G	5	-	30	30	25	-	10	I	40	Y	SF	NA	-	5	1	5	4
Workbook B	G	5	-	30	30	25	-	10	I	40	Y	SF	NA	-	5	1	5	4
Teacher's Extra	G	-	-	-	-	-	-	-	I	-	-	-	-	5	5	-	-	
Tests	G	-	-	30	30	25	-	15	I	2	Y	-	-	-	5	5	-	-
Teacher's Edition	G	-	-	-	-	-	-	-	I	-	-	-	-	5	5	-	-	-
Cassettes not available for evaluation.	G	-	-	-	-	-	-	-	-	-	-	-	-	5	5	-	-	-
Level 3: Destinations Student Text	G	10	15	25	20	20	5	5	I/A	80	Y	SF	NA	4	4	1	4	4
Workbook A	G	-	-	30	40	15	-	15	I/A	40	Y	SF	N	4	4	1	4	4
Workbook B	G	-	-	30	40	15	-	15	I/A	40	Y	SF	N	4	4	1	4	4
Tests	G	-	-	30	30	25	-	15	I/A	2	Y	-	-	-	5	1	5	4
Teacher's Edition	G	-	-	-	-	-	-	-	I/A	-	-	-	-	5	5	-	-	
Casettes not available for evaluation.		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

AMERICAN STREAMLINE

Lesson Format

Standard instructions are given in each unit to allow the teachers to adapt the material to their own teaching styles. Detailed lesson plans, however, are included in each unit for those teacher who wish to follow the suggested format which is as follows:

1. Review of previous lesson.
2. Classroom context--introduce target language in context.
3. Set up the situation--establish context of place, time and characters.
4. Cover the text--listen and repeat without referring to text.
5. Cassette or conversation--follow illustration while listening to cassette or act out a conversation.
6. Listen and repeat--stress, rhythm, and intonation through choral and individual repetition.
7. Oral practice--model sentences, cues, pacing, etc.
8. Silent reading--reinforcement of what has been heard.
9. Cassette (or teacher reads)--confirm and reinforce what student has read.
10. Questions and answers--language practice, comprehension check.
11. Retelling--completion/correction of statements and retelling from cue words.
12. Pair work--read conversation in pairs.
13. Application/pair work--conversation practice from cues.
14. Role play--set out a situation with teacher or in pairs.
15. Application--meaningful use of acquired language through simulated situations, language games, etc.
16. Copying--students copy language summary from board.
17. Visual aids--flashcards, clock, bag of objects, etc.

Content: Situational/Functional

Situational and functional content is extensive. Examples are:

1. Greetings/introductions
2. Everyday conversation
3. An American restaurant
4. Family/friends/neighbors
5. Correspondence
6. Fashion show/movies/TV
7. Weddings/dating/counselling
8. Interview/jobs/office
9. Vacations/tours/trips
10. Comparing/describing/listening
11. Using the telephone
12. Prominent people
13. Checks/money/credit cards
14. Investigations/court case
15. Weather/time
16. Planning ahead

17. Asking for/giving directions
18. Hospital/emergencies
19. Shopping
20. School/exams
21. Filling out forms
22. Polite requests/complaining
23. Obligations, duties, preferences
24. Apologies/regrets/opinions

Overall Evaluation Rating: 4

This system is excellent in that it is highly motivating and focuses on the development of the four major skill areas. New language is presented in interesting contexts. Practice of the language is provided in a structured format (resembling the audio-lingual pattern practice routine), followed by application of the language in real life functions. Ultimately, the student is encouraged to use the newly acquired language creatively.

The workbooks focus on writing practice and reinforcement of grammar usage (structures) through a variety of activities which are often presented in a new context.

The major weakness in the system lies in that there is too much material presented to the student too fast. Pacing, therefore, becomes very important. The assumption is also made that the student comes into the classroom with some knowledge of English and a degree of literacy. Some evaluators also indicated a need for more review sections.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
DIXON ENGLISH SERIES (Prentice Hall, 1983)																		
Beginning Lessons in English — Book A	A	10	25	5	5	15	25	15	B	50	Y	GS	E	-	4	1	5	3
Beginning Lessons in English — Book B	A	10	25	5	5	15	25	15	B	50	Y	GS	E	-	4	1	5	3
Second Book in English	A	5	25	10	5	15	25	15	I	50	Y	GS	E	-	4	1	5	3
ENGLISH FOR A CHANGING WORLD (Scott, Foresman & Co., 1984)																		
Book 1	G	20	20	10	10	20	10	10	B	24	Y	SFG	E	5	5	1	5	4
Book 2	G	20	20	10	10	20	10	10	I	24	Y	SFG	E	5	5	1	5	4
Book 3	G	15	20	15	10	20	10	10	I	30	Y	SFG	E	5	5	1	5	4
Book 4	G	15	15	15	10	20	10	15	I	30	Y	SFG	E	5	5	1	5	4
Book 5	G	10	15	20	15	20	5	15	A	30	Y	SFG	E	5	5	1	5	4
Book 6	G	10	15	20	15	20	5	15	A	12	Y	SFG	E	5	5	1	5	4
Workbook 1	G	30	5	5	20	25	-	15	B	12	Y	SFG	E	5	5	1	5	4
Workbook 2	G	25	5	5	25	25	-	15	I	12	Y	SFG	E	5	5	1	5	4
Workbook 3	G	20	5	10	25	25	-	15	I	12	Y	SFG	E	5	5	1	5	4
Workbook 4	G	15	5	10	25	25	-	20	I-A	12		SFG	E	5	5	1	5	4
Workbook 5	G	10	5	15	20	30	-	20	A	12		SFG	E	5	5	1	5	4
Workbook 6	G	10	5	15	20	30	-	20	A	12		SFG	E	5	5	1	5	4
Cue Books 1-3	G	15	40	-	-	45	-	-	B-I	45	Y	SFG	E	5	5	1	5	4
Teacher's Ed. 1-6	G	-	-	-	-	-	-	-	B	-	-	-	-	5	5	-	-	-
Audio Cassettes 1-6	G	45	20	-	-	10	15	10	B-A	120	Y	SFG	E	5	5	1	5	4
Placement Tests 1-6	G	15	20	15	15	15	10	10	B-A		Y	SFG	-	5	5	1	5	4

DIXON ENGLISH SERIES: BEGINNING LESSONS IN ENGLISH A & B
SECOND BOOK IN ENGLISH

Lesson Format

The three volumes consist of 85 lessons with an emphasis on spoken language. Most of the lessons consist of four parts:

1. Pronunciation--covers all important sounds in English with individual and choral repetition.
2. Grammar--brief explanation of grammar point with examples.
3. Exercises--practice with grammar principle using filling in the blanks, transformation, substitution, and oral drills.
4. Reading and conversation--reading selection followed by comprehension questions, discussion questions, and vocabulary study.

Content: Grammatical/Situational

Each lesson has one or more grammatical topics, beginning with the verb BE and days of the week in Book A and continuing through Book B to conditionals, causatives and sequence of tenses in time clauses in Second Book in English. The readings are mostly anecdotes from American history with a few other topics included. Many are humorous.

Overall Evaluation Rating: 3

These books give exercises and grammatical material in small steady doses. The format is simple and easily understood. Many sentences in the exercises are isolated as regards subject matter and lacking in pictures for explanation; thus, a student could easily learn manipulation of sentences without understanding the meaning of words or reasons for the manipulation. The reading selections are fun to read, although they don't relate to everyday life or teach any lifeskills. The progression of grammatical topics is good, and the heavy use of illustrations in the first few lessons of Book A is helpful. More illustrations would be better.

ENGLISH FOR A CHANGING WORLD

Lesson Format

The student books are organized into 6 thematic units, each unit containing 3-4 lessons. All lessons are made up of 4 parts:

1. Conversation or reading--new and familiar vocabulary and structures presented in real life functional situations.
2. Vocabulary--new words are introduced with pictures; beginning in Book 3, exercises provide practice in using new words within context of known vocabulary and grammar.
3. Grammar--explanations and exercises covering new grammar points and review.
4. Communication practice--questions and answers, suggestions for conversation, role playing, and expressing opinions will lead students from guided conversation to independent speech.

A self test after each lesson enables students to evaluate their own progress. Each workbook has listening comprehension exercises requiring written answers, all relating to the corresponding lesson in the student text. The cue books provide visual stimulus for oral language development by triggering conversation and providing vocabulary drill. The cassettes contain: conversations, new words, idioms, principal parts of verbs, pronunciation, and guided conversation. A cultural supplement in the teacher's editions provides explanation of the ways and customs of the U.S.

Content: Situational/Functional/Grammatical

Each lesson is based on situational, functional and grammatical topics, such as:

1. Buying a house
2. Weekend activities
3. Weather
4. A birthday party
5. On holiday
6. Getting a refund
7. Reporting a robbery
8. Playing soccer
9. Superstitions
10. Breaking up
11. Discussing wants/people
12. Writing a post card
13. Introducing oneself
14. Describing objects/people
15. Comparing/contrasting
16. Giving/following instructions
17. Interviewing
18. Arguing
20. Making suggestions

Grammatical topics begin with the verb BE and questions with WHAT in Book One and advance through conditionals to the future perfect, reporting what happened, and polite commands. Types of writing, such as business letters, explanatory paragraphs, and descriptive writing are also included.

Overall Evaluation Rating: 4

This series covers a large amount of material. The situational and functional topics chosen are practical and interesting, although not necessarily dealing with the immediate needs of new immigrants to the U.S. The variety of activities should keep the student interested in the learning process. The quality of the voices on the cassettes is variable; but, the conversations are appropriate for the students. The songs are well chosen. The teacher's editions have useful comments and are very complete. The self test in each lesson is useful for checking student progress. The switching back and forth between cue book and student text might bother some students and teachers, but it should also help liberate students from dependence on the text. The pictures in both cue book and text are clear, interesting, and often humorous. All in all, this is a good series.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH SPOKEN HERE (Prentice Hall, 1982-1983)																		
Series Guide	S													4				4
Getting Started — Text	S	20	20	15	15	10	10	10	B-I	40	Y	FS	E	-	4	1	5	4
Getting Started — Exercise Book	S	10	35	10	35	5	-	5	B-I	35	Y	FS	E	-	4	1	5	4
Consumer Information — Text	S	20	20	15	15	10	10	10	B-I	40	Y	FS	E	-	4	1	5	4
Consumer Information — Exercise Book	S	10	35	10	35	5	-	5	B-I	35	Y	FS	E	-	4	1	5	4
Health and Safety — Text	S	20	20	15	15	10	10	10	B-I	40	Y	FS	E	-	4	1	5	4
Health and Safety — Exercise Book	S	10	35	10	35	5	-	5	B-I	35	Y	FS	E	-	4	1	5	4
Life in the U.S. — Text	S	20	20	15	15	10	10	10	B-I	40	Y	FS	E	-	4	1	5	4
Life in the U.S. — Exercise Book	S	10	35	10	35	5	-	5	B-I	35	Y	FS	E	-	4	1	5	4
Visual Aids (4 sets)		Not available for review.																
Answer Booklets (4)		Not available for review.																

ENGLISH SPOKEN HERE

Lesson Format

Each textbook has five units. Each unit begins with general discussion and ends with controlled structure practice. The general format is:

1. A list of unit objectives and another of unit vocabulary.
2. Two pictures of the same scene, the second one showing logically changed details. Alongside the second are questions to stimulate discussion.
3. Numerous exercises, including dialogues, filling in blanks, identification, and answering questions.
4. Grammatical exercises (only in Life in the United States).
5. Exercises for use of the text material outside the classroom (not in Life in the United States).

The exercise books have grammatical exercises corresponding to the material in the texts. The Series Guide gives general teaching suggestions, general comments about using the series, and then page-by-page advice on how to teach the material in the texts and the workbooks.

Content: Functional/Situational

Numerous situations and functions are covered, such as: introductions, asking for information, calling directory assistance, traffic signs, occupations, time, getting a social security card, newspaper ads, making a date, comparing prices, writing checks, quantities, shopping, apartments, furniture, body parts, giving advice, doctor's office, talking about when things started, taking medicine, emergencies, warnings, staying healthy, apologies, mistakes, responding to sales pressure, asking favors, offering praise and advice, following directions, at restaurants, opinions, contradictions, approval. Grammatical structures begin with simple equational sentences and simple vocabulary. Sentence structure is simple, complex sentences are avoided. Vocabulary increases substantially, as does the complexity of the situational content.

Overall Evaluation Rating: 4

The texts are clear and well illustrated. There is a good balance of the four main language skills. The language is appropriate for the levels intended and the variety of activities will prevent boredom. The series guide has many excellent suggestions, and thoroughly provides guidance for even a relatively inexperienced teacher. The activities in the exercise books are consistent with the skills taught in the texts. The situations covered in the books are realistic, practical, and easily comprehensible to students.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH SURVIVAL SERIES																		
(National Textbook Co., 1985)																		
Identifying Main Ideas																		
Book A	S	10	-	80	10	-	-	-	B	15	Y	S	E	-	5	1	4	4
Book B	S	10	-	80	10	-	-	-	B	15	Y	S	E	-	5	1	4	4
Book C	S	10	-	80	10	-	-	-	I	15	Y	S	E	-	5	1	4	4
Teacher's Manual	S													5	4			
Recognizing Details																		
Book A	S	10	-	80	-	10	-	-	B	15	Y	S	E	-	5	1	4	4
Book B	S	10	-	80	-	10	-	-	B	15	Y	S	E	-	5	1	4	4
Book C	S	10	-	80	-	10	-	-	I	15	Y	S	E	-	5	1	4	4
Teacher's Manual	S													5	4			
Using the Context																		
Book A	S	10	-	60	10	5	-	15	B	15	Y	S	E	-	5	1	4	4
Book B	S	10	-	60	10	5	-	15	B	15	Y	S	E	-	5	1	4	4
Book C	S	10	-	65	5	10	-	10	I	15	Y	S	E	-	5	1	4	4
Teacher's Manual	S													5	4			
Building Vocabulary																		
Book A	S	10	-	10	30	50	-	-	B	15	Y	S	E	-	5	1	4	4
Book B	S	10	-	10	30	50	-	-	B	15	Y	S	E	-	5	1	4	4
Book C	S	10	-	10	30	50	-	-	I	15	Y	S	E	-	5	1	4	4
Teacher's Manual	S													5	4			
Writing Sentences & Paragraphs																		
Book A	S	10	-	15	60	10	-	5	B	15	Y	S	E	-	5	1	4	4

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH SURVIVAL SERIES (page 2)																		
Book B	S	10	-	20	55	10	-	5	B	15	Y	S	E	-	5	1	4	4
Book C	S	10	-	25	50	10	-	5	I	15	Y	S	E	-	5	1	4	4
Teacher's Manual	S													5	4			
ENGLISH THAT WORKS, PREVOCATIONAL ESL FOR ADULTS (Scott Foresman & Co., 1982)																		
Book 1	V	20	20	20	20	20	-	-	B	45	Y	FS	E	-	4	5	5	
Book 2	V	20	20	20	20	20	-	-	I	55	Y	FS	E	-	4	5	5	4
Teacher's Manual 1	V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teacher's Manual 2	V	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cassette Tapes 1 (30 min. ea.) (set of 6)	V	50	50															4
Cassette Tapes 2 (30 min. ea.) (set of 6)	V	50	50															4
Cultural Notes 1 (Spanish reviewed)	V	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	4
Cultural Notes 2 (Spanish reviewed)	V	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	4
Flash Cards		Not available for review.																

ENGLISH SURVIVAL SERIES

Lesson Format

Various grammatical exercises designed around situational content are presented. Level A consists mostly of multiple-choice type responses to simple questions; A also includes other easy exercises. Levels B and C also contain simple exercises, but not as many multiple-choice. Included are fill-ins, change the word, change the sentence, write the sentence correctly, short compositions, put the sentences in order, what will happen next, and others.

Content: Situational

Lessons are organized around everyday situations through which the grammatical structures are presented.

Level A:
1. We meet
2. At home
3. At school
4. At the store
5. In the family
6. Days and months
7. Taking a ride
8. Watching television
9. In the supermarket
10. Eating fast foods
11. At the post office
12. In an emergency
13. On the telephone
14. At the hospital
15. Paying bills

Level B:
1. Sports
2. The bank
3. Working
4. Entertaining
5. The airport
6. The drugstore
7. At work

Level B, continued:
8. The doctor's office
9. The company office
10. Driving
11. Good friends
12. The library
13. Dancing
14. Living in the suburbs

Level C:
1. In an organization
2. Our government
3. Having fun
4. Furnishings
5. Pets
6. Museums
7. Arguing
8. Employment/unemployment
9. Weddings
10. Getting a license
11. An addition to the family
12. Living in an apartment
13. Buildings
14. Vacations
15. Insurance policies

Overall Evaluation Rating: 4

This series allows a teacher to work with a book in conjunction with or independently of the rest of the system as needed as some students may require work in an area that others do not need. The complete series consists of 15 books, which may be a drawback to some budgets. The teacher's manual is excellent and contains a vocabulary list of all new words.

ENGLISH THAT WORKS, Prevocational ESL for Adults

Lesson Format

1. Getting Ready--focuses on language items that appear in "Conversation," primarily highlighting grammar points without presenting a lot of rules to remember. This section may also contain some two-line exchanges for oral practice and substitution
2. Conversation--places the structures and vocabulary in a specific context providing practice with expressions and substitution exercises.
3. Read and Write (Book I only) -
   Exercises (Book II only) -
   Both reinforce vocabulary and structures practiced in conversation. In Book II, the exercises are structured for oral pair work that may or may not be followed by written work as needed.
4. Tasks--applies lesson structures and vocabulary to a real life skill; presented in distinct modes, first as reading and writing alone, then as a communication activity to be done in pairs.
5. On Your Own--students are asked to apply skills learned to their real life situations. This often requires the use of local resources.

Content: Situational/Functional

Book I:

1. Personal data
2. Skills and interests
3. Occupations and duties
4. Maps and directories
5. Time and money
6. The interview
7. Work experience
8. Schedules
9. Safety
10. Want ads

Book II:

1. Work experience
2. Schedules
3. Safety
4. Want ads
5. The interview
6. Answering questions

Overall Evaluation Rating: 4

This material contains valuable ESL instruction designed around vocational situations. Each book is supplemented by cultural notes currently available in Spanish, Vietnamese, and Chinese. These notes are printed in the primary language to make the underlying concepts and objectives more readily understood. Terminology and vocabulary introduced will help the vocational worker in communicating better on the job or in finding a new job. The authors state that cultural notes in other languages are in preparation.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH: YOUR SECOND LANGUAGE																		
(Steck-Vaughn Co., 1981) Book 1	A	5	15	10	5	15	-	50	B-A	45	Y	GS	E		3	1	5	4
Book 2	A	5	15	10	5	15	-	50	B-A	45	Y	GS	E		3	1	5	4
Book 3	A	5	15	10	5	15	-	50	B-A	45	Y	GS	E		3	1	5	4
Book 4	A	5	15	10	5	15	-	50	B-A	45	Y	GS	E		3	1	5	4
Book 5	A	5	15	10	5	15	-	50	B-A	45	Y	GS	E		3	1	5	4
Teacher's Edition 1-5	A													4	3			
EXPRESSWAYS: ENGLISH FOR COMMUNICATION																		
(Prentice Hall Regents, 1988) Access	S/O	Not available.							B	-	N	GSF	E	-		-	-	-
Foundations	S/O	10	40	10	10	20	5	5	B	36	Y	GSF	E	-	5	1	5	5
Textbook 1	S/O	10	40	5	5	25	5	10	B		Y	GSF	E	-	5	1	5	5
Textbook 2	S/O	10	40	5	5	25	5	10	I		Y	GSF	E	-	5	1	5	5
Textbook 3	S/O	10	40	5	5	25	5	10	A		Y	GSF	E	-	5	1	5	5
Companion Workbook 1	S/O	25	-	25	25	-	-	25	B		Y	GSF	E	-	5	1	5	5
Companion Workbook 2	S/O	25	-	25	25	-	-	25	1		Y	GSF	E	-	5	1	5	5
Companion Workbook 3	S/O	25	-	25	25	-	-	25	A		Y	GSF	E	-	5	1	5	5
Teacher's Guides	S/O								B-A					5	5			5
Audio Program		Not available for review.																
Picture Program		Not available for review.																
Testing Program		Not available for review.																

ENGLISH: YOUR SECOND LANGUAGE

Lesson Format

The teacher's edition contains a section on the use of the series and suggests eight steps to follow for implementation:

1. Setting the stage--prepare students through questions based on actual experiences.
2. Vocabulary check--identify and define words from the story.
3. Reading--teach grammar and structure through context of story; practice reading skills through a variety of suggested activities.
4. Identification of target structure--use repetition of sentences and questions to identify target structure.
5. Summary of rules and patterns--clarify difficulties, expand rules, and give examples.
6. Recognize target structure in sentences--identify sentences which contain target structure.
7. Exercises--review orally; have students do written exercises.
8. Dramatize the story dialogue.

Content: Grammatical/Situational

Grammar and structure are taught through real life situations:

1. Personal information
2. Occupations/finding a job
3. Emergencies/fire truck
4. Writing a letter/telegram
5. Vacation plans/hunting
6. Comparing
7. Escaping to freedom
8. Losing a loved one
9. Finding a friend
10. Shopping/borrowing
11. Taking a census
12. Birthday present
13. Being in jail
14. Class reunion
15. Making excuses
16. Taking care of a pet

Overall Evaluation Rating: 4

The Teacher's Edition states that the general purpose of the series is to provide a means of teaching structure and vocabulary through a meaningful context. The activities accomplish this objective well, and the additional activities briefly described in the Teacher's Book provide good oral practice. Grammar seems to be selected on the basis of usefulness in ordinary conversation rather than on traditional simple-to-complex rules. Beginning ESL students may not grasp grammar rules but they certainly will gain familiarity with useful structures in a context that is much more interesting than grammar presentations. In general, the series is most useful for teaching and reinforcing grammar and increasing vocabulary with students who have adequate educational backgrounds to deal with grammar. It would be difficult to use as a primary text with students of mixed abilities or of a low educational level. The focus on structure makes the series more appropriate for students with academic objectives.

EXPRESSWAYS: ENGLISH FOR COMMUNICATION

Lesson Format

Every lesson offers simultaneous practice with one or more functions, the grammatical structures needed to express the functions, and the context and situations in which the functions and grammer can be used. A pre-employment curriculum is integrated into the series. The suggested lesson format is as follows:

1. Chapter lesson overview--topics, grammar, key functions, and conversation are highlighted.
2. Guided conversations--interactive conversation practice integrating functions, grammar, and topics.
3. Interchange--"guided role plays" created and acted out by students.
4. Scenes and improvisations--review of previous lessons using illustrated situations for role-play practice.

The companion workbooks provide learning activities for grammar, reading, writing, and listening comprehension practice and are fully coordinated with the texts. The text also provides an end-of-chapter summary and appendices which include grammar summaries by chapter, summaries of functions and conversation strategies by chapter, a topic vocabulary glossary, and indexes of functions, topics, and grammatical structures.

Content: Grammatical/Situational/Functional

Each lesson presents language functions and grammar within the context of real-life situations and topics. Examples of each are:

1. Transportation/travel
2. Clothing/department stores
3. Government and law
4. Education/employment
5. Health/housing
6. Advice/suggestions
7. Agreeing/disagreeing
8. Apologizing
9. Complaining
10. Describing
11. Greetings/introductions
12. Likes/dislikes
13. Remembering/forgetting
14. Surprise/disbelief
15. Wish/hope
16. Asking for repetition
17. Asking for clarification
18. Initiating a topic
19. Interrupting
20. Focusing attention

The grammatical content ranges from the verb To Be, verb tenses, parts of speech, imperatives, and superlatives to imbedded sentences and relative clauses.

Overall Evaluation Rating: 5

This series offers a unique combination of lifeskill competencies, functions of English, and focused practice with grammatical structures. Another unique feature is that it takes the student from a non-literate level to an advanced level of proficiency using a full range of everyday situations at different degrees of difficulty and sophistication. The format

the guidebooks enable the teacher to create a dynamic interactive learning environment using communication techniques, such as, extensive conversation practice. The integrated pre-employment curriculum provides the students with the language and skills needed in the workplace. The use of the student textbooks together with the companion workbooks offers a complete fourskill language program. Another strength is that the same topic can be covered at different levels of ability by using different texts which are completely coordinated page-by-page. This enables a teacher to effectively teach a multi-level class. The series also offers (but was not available for evaluation) a testing program which includes a placement test kit for initial evaluation and an achievement test kit to measure student progress.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
IN TOUCH: A BEGINNING AMERICAN ENGLISH SERIES (Longman, Inc., 1980)																		
Student's Book One	S	30	25	15	10	10	5	5	B-A	44	Y	F	NA	-	4	1	5	4
Workbook One	S	-	-	30	30	20	-	20	B-I	12	Y	F	NA	-	4	1	5	4
Teacher's Manual One	S								B-I					5	4			
Student's Book Two	S	30	25	15	10	10	5	5	B-I	44	Y	F	NA	-	4	1	5	4
Workbook Two	S	-	-	30	30	20	-	20	B-A	12	Y	F	NA	-	4	1	5	4
Teacher's Manual Two	S								B-I					5	4			
Student's Book Three	S	30	25	15	10	10	5	5	B-I	44	Y	F	NA	-	4	1	5	4
Workbook Three	S	-	-	30	30	20	-	20	B-I	12	Y	F	NA	-	4	1	5	4
Teacher's Manual Three	S								B-I					5	4			
Tapes Level One	S	40	30	-	5	10	10	5	B-I	12	Y	F	NA	-	4	1	5	4
Tapes Level Two	S	40	30	-	5	10	10	5	B-I	12	Y	F	NA	-	4	1	5	4
Tapes Level Three	S	40	30	-	5	10	10	5	B-I	12	Y	F	NA	-	4	1	5	4

IN TOUCH: A Beginning American English Series

Lesson Format

Each volumes contains 12 instructional units and 2 review units with a functional theme presented in four main sections:

1. Conversation--presents new language functions and grammar with oral and written exercises.
2. Expansion--reading, writing, oral, and written practice.
3. How much do you know?--evaluation exercises.
4. Language summary--functions, grammar, and vocabulary.

A general list of functions, a grammar index, and a word list are found at the back of the student texts. Workbook units match those in the student texts. Each unit has four or five pages of exercises, including filling in blanks, matching, grouping, correction, completion, free writing, and crossword puzzles. The teacher's manuals begin with general comments; then, each unit includes an overview of functions, grammar and vocabulary, a transcript of the unit tape, warm-up activities, extra activities, exercise-by-exercise comments and advice, and mid-term and final tests with answer keys.

Content: Functional

1. Greetings
2. Giving/asking for information
3. Asking for clarification
4. Identifying
5. Thanking people
6. Taking an order
7. Saying you can't do something
8. Asking personal questions
9. Expressing likes/dislikes
10. Leave-taking
11. Suggesting/comparing
12. Hesitating
13. Describing
14. Disagreeing
15. Expressing sympathy
16. Apologizing
17. Expressing possibility
18. Expressing uncertainty

The grammatical range is from simple equational sentences to tag and embedded questions. Perfect tenses, passives, and conditionals are not covered. Modals, comparatives, and some relative clauses are covered.

Overall Evaluation Rating: 4

These books have a variety of activities, profuse and relevant illustrations, attractive cover and page layouts, and great emphasis on student production of sentences, both oral and written. The cartoon-strips help the student understand the dialogues without referring to his native language. The summaries at the end of each unit are extremely clear and concise. The workbooks have interesting exercises which would not bore students. The tapes are clear and sound natural. The only weakness is that a teacher could become confused trying to coordinate warmup activities, expansion activities, tapes, student books, workbooks, and teaching suggestions unless time is taken to first read the manual and think out the class in advance. The books have a nice balance of the four language skills.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
INTERCOM (Heinle and Heinle, 1983)																		
Book One	S	15	35	15	15	10	5	5	B	70	Y	SFG	O	-	5	5	5	5
Book Two	S	10	30	20	15	10	5	10	B	70	Y	SFG	O	-	5	5	5	5
Book Three	S	5	30	20	20	15	5	5	I	70	Y	SFG	O	-	5	5	5	5
Book Four	S	5	30	20	20	15	5	5	I	70	Y	SFG	O	-	5	5	5	5
Workbook I-IV	S	-	-	25	60	10	-	5	B-A	140	Y	SFG	O	-	5	5	5	5
Teacher's Guide I-IV	S								B-I					5	5			5
Cassettes I-IV (20)	S	35	30	-	-	15	15	5	B-I	15	Y	SFG	O	-	5	5	5	5
Placement Tests I-IV		30	-	35	35	-	-	-	B-I	12	Y	SFG	O	-	5	5	5	5
Resource Kit		Not available for review.																
LADO ENGLISH SERIES: A COMPLETE COURSE IN ENGLISH AS A SECOND LANGUAGE																		
(Prentice Hall Regents, 1978)																		
Student Book Level 1	S	10	15	20	10	20	10	15	B	25	Y	SFG	E		4	5	5	5
Student Book Level 2	S	10	15	20	10	20	10	15	B	25	Y	SFG	E		4	5	5	5
Student Book Level 3	S	10	15	20	10	20	10	15	B	25	Y	SFG	E		4	5	5	5
Student Book Level 4	S	10	15	20	10	20	10	15	B	25	Y	SFG	E		4	5	5	5
Student Book Level 5	A	10	15	20	10	20	10	15	I	25	Y	SFG	E		4	5	5	5
Student Book Level 6	A	10	15	20	10	20	10	15	A	25	Y	SFG	E		4	5	5	5
Workbook Level 1	S	10	5	15	30	15	5	20	B	25	Y	SFG	E		4	5	5	5
Workbook Level 2	S	10	5	15	30	15	5	20	B	25	Y	SFG	E		4	5	5	5
Workbook Level 3	S	10	5	15	30	15	5	20	B	30	Y	SFG	E		4	5	5	5
(continued)																		

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
Workbook Level 4	S	10	5	15	30	15	5	20	B	30	Y	SFG	E		4	5	5	5
Workbook Level 5	A	10	5	15	30	15	5	20	I	35	Y	SFG	E		4	5	5	5
Workbook Level 6	A	10	5	15	30	15	5	20	A	40	Y	SFG	E		4	5	5	5
Teacher's Manual Level 1	S								B					5				5
Teacher's Manual Level 2	S								B					5				5
Teacher's Manual Level 3	S								B					5				5
Teacher's Manual Level 4	S								B					5				5
Teacher's Manual Level 5	A								I					5				5
Teacher's Manual Level 6	A								A					5				5
Test Bank		Not available for review.																
Cassette Tapes		Not available for review.																
LANE'S ENGLISH AS A SECOND LANGUAGE (Lane Press, 1981)																		
Book One	A	15	20	15	5	10	10	25	B	20	Y	GS	O	5	4	5	4	4
Book Two	A	15	20	20	5	10	10	20	B	20	Y	GS	O	5	4	5	4	4
Book Three	A	15	20	20	5	10	10	20	I	20	Y	GS	O	5	4	5	4	4
Book Four	A	15	20	20	5	10	5	25	I	20	Y	GS	O	5	4	5	4	4
Book Five	A	10	15	25	5	10	5	30	A	20	Y	GS	O	5	4	5	4	4

INTERCOM

Lesson Format

The student texts consist of four volumes containing 18, 15, 14, and 14 units respectively. Each unit starts with an illustrated communicative situation which introduces functions, vocabulary and grammar to be taught during that lesson. It moves immediately into real communicative exercises, skill building, (listening, vocabulary, grammar), interaction activities and games, and closes with a listing of vocabulary (expressions learned). Silent reading exercises (in script and print) appear early in the text. The workbook has written exercises relating to each unit on tearout pages. The teacher's guide reproduces the student text with marginal teaching suggestions and also contains expansion exercises (games, puzzles and exercises). The cassettes contain the dialogue in the student text, pronunciation drills, vocabulary, the alphabet, numbers, and aural exercises not found in the text. The teacher's guide also contains three tests per book, with answer keys.

Content: Situational/Functional/Grammatical

Grammatical structures are introduced through language functions and situations. Examples are:

1. Greetings
2. Making phone calls
3. Describing people
4. Asking about locations
5. Making polite requests
6. Giving instructions
7. Writing a friendly letter
8. Sharing personal feelings
9. Talking about abilities
10. Accepting invitations
11. Reading schedules
12. Explaining math problems
13. At work
14. Touring
15. Engaging in sports
16. At a wedding
17. Visiting a dentist
18. Experiencing a theft
19. A business trip
20. Writing letters
21. Dealing with immigration officers
22. Holidays and customs

Overall Evaluation Rating: 5

This text is aimed at adults. It has a vast amount of material and needs little, if any, outside material to complement it. It uses a communicative approach to second language learning and is very complete in itself. An inexperienced, untrained ESL teacher could use it successfully. The workbooks are definitely supplemental since there is such a wealth of material and exercises in the text. It is excellent in breadth and quality.

LADO ENGLISH SERIES: A COMPLETE COURSE IN ENGLISH AS A SECOND LANGUAGE

Lesson Format

Each unit of student texts is divided into sections with a one-word heading that indicates the purpose of each section:

1. Conversation--brief conversation designed to introduce new grammatical structures in a communicative setting. The teacher's manual provides information regarding the background situation. Intonation lines representing low, mid, high and extra high intonation with a dot on each line to represent stress are provided as a guide.
2. Adaptation--significant parts of the dialog in the form of a statement, comment, or question-answer. Students modify statements creating short dialogs for new situations.
3. Study--grammatical points in frames to help students visualize each point. Boxes include pictures when necessary for clarity. Recommendations or grammar rules appear as needed.
4. Practice--follows each study frame for immediate practice on grammar rules. Practice sessions are included in each lesson.
5. Speak--provides students an opportunity to use vocabulary and grammar. Short dialogs are included for practice and then varied until students are creating original dialog.
6. Read--passages combine vocabulary and grammatical structure from previous units and introduce new vocabulary. Comprehension questions included.
7. Think--a series of pictures to stimulate thinking on a topic (beginning with Level 2) and to encourage more creative use of structures and vocabulary.
8. Pronounce--gives special attention to problems of English pronunciation. Facial diagrams for pronunciation of English phonemes provide a graphic description of the articulation of each sound.

The workbooks provide supplementary exercises to parallel lessons in the Student Books. Each workbook begins with an Inventory Test to measure previous learning acquisition.

The workbooks contain 8 types of exercises:

1. Complete--to be filled in after the students have mastered the corresponding unit in the book.
2. Write--to be completed after the students have mastered the corresponding study frames in the student book.
3. Listen--students listen to sentences or paragraphs read by the teacher or played on the cassettes.
4. Read--silent reading, checked by the use of multiple choice questions.
5. Pronounce--students say words to themselves to discover if they contain certain sounds.

6. Vocabulary in Context--students choose words to complete phrases with focus on vocabulary meaning.
7. Word Game--emphasis is on compound words, suffixes, semantic categories and spelling (done individually or in competitive groups).
8. Controlled Composition--practice in organized writing done individually or in groups.

Context: Situational/Grammatical/Functional

1. Introductions/greetings
2. Answering the phone
3. Occupations
4. Ordering meals
5. Travel/visits
6. Program planning/conventions
7. The dentist
8. Television
9. Sports/exercise
10. Helping someone
11. Asking for information
12. Buying things
13. Comparing things
14. Automobiles
15. Entertainment
16. Corresponding
17. Lost and found
18. Crime
19. Emergencies
20. Community service
21. Education
22. Fiction
23. Affirmative statements
24. Verb tenses
25. Pronouns/articles
26. Possessives/contractions
27. Asking questions
28. Auxiliary verbs
29. Comparisons
30. Adjectives/adverbs
31. Ordinal/cardinal numbers
32. Organizing ideas

Overall Evaluation Rating: 5

This system does an outstanding job at achieving its purpose of presenting the materials so students can achieve full linguistic performance. The series is carefully graded to enable students to progress from one level to another. The four skills of listening, speaking, reading and writing are covered appropriately at each level with the skills presented to reinforce each other. The authors suggest 8 principles of good teaching, and this material fits these well: 1) active student participation, 2) the semantic principle, 3) the cognitive principle, 4) simu- laneity, 5) variety, 6) individualization, 7) economy, and 8) effectiveness.

One negative point is that to complete the series student would be required to purchase 6 student books and 6 workbooks which may prove costly for some.

The books are attractively illustrated with black and white and full-color drawings as part of the study frames to provide emphasis and clarity.

LANE'S ENGLISH AS A SECOND LANGUAGE

Lesson Format

The five books are divided into five lessons each. A lesson consists of a picture representing the lesson theme, a list of new vocabulary with appropriate pictures, spaces to write translations in the student's native language, several grammar exercises, a few reading selections with verb paradigms interspersed, and a page of additional grammar exercises. Some reading selections are illustrated with drawings or maps. Each book begins with a foreword giving an overview of the book and ends with appendices, which vary from book to book but include such things as the alphabet, time expressions, a map, a handwriting table, and sentences grouped by the verb used in them. Teacher's guides on pink stapled pages give teaching hints for each book. Total vocabulary used in the books is only 1200 words, with only 12 verbs and 31 prepositions, but with many variant meanings and usages.

Content: Situational/Grammatical

Grammar concepts are presented through topics and situations, such as:

1. Body/health
2. Clothes/food
3. School
4. House/family
5. City/farm
6. Weather
7. History/government
8. Nouns/pronouns
9. Adjectives/adverbs
10. Prepositions
11. Present/past/future tenses
12. Questions/statements
13. Gerunds
14. Present/past participles
15. Progressive tenses
16. Passive verb form

Overall Evaluation Rating: 4

The most appealing feature in this series is its simplification, i.e., the controlled and ordered approach to language. The controlled vocabulary prevents overloading the student and provides an opportunity to develop control of the structures. There are many reading activities and few writing exercises. Listening and speaking activities are extensive. The topics of some of the readings are largely irrelevant to many readers and probably uninteresting to them. Others are very relevant. The use of arrows in drills and explanations is an excellent device for clarifying. Illustrations, while not numerous, are good. The teacher's guide is very good; it is free of jargon and written in a clear, conversational style. An inexperienced teacher could easily use it. The emphasis on verbs is heavy; some teachers may find it overdone, but it is reasonable, considering the difficulty ESL students often have with verbs.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
LIFE-COPING SKILLS SERIES																		
(Steck-Vaughn Co., 1983)																		
Signs and Labels	S	15	15	30	20	20	-	-	I	80	Y	S	O	-	4	1	4	4
Teacher's Edition	S								I					4	4			4
Forms and Messages	S	10	15	35	25	15	-	-	I	80	Y	S	O	-	4	1	4	4
Teacher's Edition	S								I					4	4			4
Facts and Sources	S	10	10	40	30	10	-	-	I	80	Y	S	O	-	4	1	4	4
Teacher's Edition	S								I					4	4			4
LIFELINES: COPING SKILLS IN ENGLISH																		
(Prentice Hall, 1981)																		
Book One	S	30	35	15	5	10	-	5	B	40	Y	SF	E	-	4	3	5	4
Book Two	S	25	40	15	5	10	-	5	B	40	Y	SF	E	-	4	3	5	4
Book Three	S	20	40	20	5	10	-	5	I	40	Y	SF	E	-	4	3	5	4
Book Four	S	15	45	20	5	10	-	5	I	40	Y	SF	E	-	4	3	5	4
THE LIFESCHOOL PROGRAM																		
(Fearon Education, 1988)																		
Consumer Economics	S	20	20	20	10	10	20	-	B-I	100	Y	FS	E	5	4	3	5	5
Health	S	20	20	20	10	10	20	-	B-I	100	Y	FS	E	5	4	3	5	5
Community Resources/ Government and Law	S	20	20	20	10	10	20	-	B-I	100	Y	FS	E	5	4	3	5	5
Occupational Knowledge /Interpersonal Relations	S	20	20	20	10	10	20	-	B-I	100	Y	FS	E	5	4	3	5	5
LifeSchool Worktexts (5)	S	10	10	20	20	20	20	-	B-I	100	Y	FS	E	5	4	3	5	5

LIFE-COPING SKILLS SERIES

Lesson Format

The three volumes evaluated are the teacher's editions, which differ from the student's editions only in having an eight-page insert of notes to the teacher and the answers to the exercises. Each volume contains six units, each of which covers one life-skill topic relevant to the volume topic, and follows the same format:

1. Introductory text--previews the lesson.
2. Record sheet--organizes student activities for the unit.
3. A series of texts on subtopics of the unit topic, each followed by written exercises relating to the text.
4. A review exercise--reviews the unit.

The sentences in the texts are simple, but some may contain the past perfect tense, passives and "would."

Content: Situational

1. Signs and Labels: Outdoor and business safety signs; driving information and rules signs; signs in public places; business signs and labels; signs and labels in homes; sizes, sales and movie signs.
2. Forms and Messages: Name and address forms; short order forms and checks; short message forms; application forms; record and organizing forms; thoughts, feelings and messages.
3. Facts and Sources: Books and libraries; newspapers and magazines; maps and charts; radio, TV and other media; getting information by asking; grouping and sharing facts.

Overall Evaluation Rating: 4

These books are intended for the intermediate student who needs to develop survival skills appropriate to that level, such as reading instructions, taking phone messages, reading maps, filling out money orders, etc. These lifeskills are important for survival, and the choice in these books is practical. The author says the book is aimed at the "older special student." However, the pictures are of high school students and the language in the introductory passages sounds like a public school teacher speaking to children, although adult students may not recognize this. The drawings of people, forms and signs are interesting and varied. The variety of activities should prevent boredom. The record sheet in each lesson presumes grades are given for the work in the units; however, use of the sheets is optional. The typeface is large--an advantage for anyone with difficulty seeing. On the whole, the books do a good job helping a student cope with American society. The teacher's inserts, while concise, have many good suggestions.

LIFELINES: **Coping Skills in English**

Lesson Format

Books One and Two each have 20 lessons; Books Three and Four each have 14 lessons. Each lesson has one lifeskill topic and is organized as follows:

1. Questions--stimulate open-ended discussion of the topic.
2. A reading text with comprehension questions (Books 3 & 4).
3. A dialogue--introduces language and competency.
4. A series of exercises--completion, concentration games, free-form dialogue, dictation, assembling sentences from given words, etc.
5. A summing-up activity--usually a role-played conversation.

Each volume has a concise teacher's guide in the front, explaining the use of the activities in the book.

Content: Situational/Functional

Each volume covers most of the same lifeskill situations but the specific skills and vocabulary increase in sophistication from Book One to Book Four. The lifeskill situations are:

1. Greetings and farewells
2. Personal information
3. Money and banking
4. Transportation
5. Food and restaurants
6. Clothing
7. Housing
8. Community resources
9. Health
10. The telephone
11. Shopping
12. Your police department

Examples of functional subtopics are:

1. Identifying body parts
2. Personal information
3. Making an appointment
4. Answering questions
5. Giving/following directions
6. Asking for/giving information

Grammatical structures range from the simplest of sentences (e.g., My name is_____.) to the present perfect and passives.

Overall Evaluation Rating: 4

These books are very lively and interesting. The variety and number of exercises that require the student to use what has been learned to create sentences rather than repeat what is in the book lend themselves to rapid learning without boredom. The skills covered are essential in daily life and especially in dealing with other individuals in situations requiring dialogue. The profusion of photographs and drawings is excellent. The situations are ones that the students have probably already encountered and for which they needed more English. There are many group and individual activities. The teacher's guide covers the activities in the book and explains them well. An attractive feature of the book is the instructions for activities given by a symbol rather than written instructions for which the student needs advanced English

THE LIFESCHOOL PROGRAM

Lesson Format

Each activity is designed to promote interaction with the participant. At each stage, the participant will have read, written, and defined the entire exercise in detailed English. This enables the student to become more involved in the classroom activities as well as on the job.

Content: Situational/Functional

The situational and functional content is as follows:

1. Job search
2. Job application
3. Job interview
4. On the job
5. Workers' benefits
6. About me
7. Family
8. Cultural differences
9. Relating to others
10. Developing confidence

Overall Evaluation Rating: 5

The Lifeschool System is very beneficial for ESL instruction. The participants are actively involved in learning the English language as a whole. The language is also stressed in such a way that makes it useful in the working environment. The system exposes the students to very specific areas such as job interviews, cultural differences, and, most importantly, the idea of self-worth. The method of implementation of the Lifeschool System helps to rebuild self confidence and to develop more productive individuals.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
MOSAIC (Random House, Inc., 1985)																		
MOSAIC I Content-based Grammar	A	10	10	10	10	15	-	45	I	72	Y	GSF	E		4	1	5	5
Reading Skills	A	10	10	50	15	15	-	-	I	72	Y	S	E		4	1	5	5
Content-based Writing	A	10	10	15	45	20	-	-	I	72	Y	S	E		4	1	5	5
Listening/Speaking Skills	A	30	30	5	10	15	5	5	I	80	Y	SF	E		4	1	5	5
MOSAIC II Content-based Grammar	A	5	5	20	10	10	-	50	IA	86	Y	GSF	E		4	1	5	5
Reading Skills	A	10	10	50	15	15	-	-	IA	80	Y	S	E		4	1	5	5
Content-based Writing	A	10	10	25	50	5	-	-	IA	66	Y	SF	E		4	1	5	5
Listening/Speaking Skills	A	30	30	15	10	5	5	5	IA	72	Y	SF	E		4	1	5	5
Instructor's Manuals I & IA	A								IA					5	4			5
THE MULTILINGUAL AUDIO-VISUAL ESL (Orbis Publications, 1979)																		
Book One — Spanish	S	15	25	10	20	20	5	5	B-I	45	Y	GFS	E	-	4	3	5	4
Book Two — Spanish	S	15	25	10	20	20	5	5	B-I	40	Y	GFS	E	-	4	3	5	4
Book Three — Spanish	S	15	25	10	20	20	5	5	B-I	40	Y	GFS	E	-	4	3	5	4
Book One — Vietnamese	S	15	25	10	20	20	5	5	B-I	45	Y	GFS	E	-	4	3	5	4
Book Two — Vietnamese	S	15	25	10	20	20	5	5	B-I	40	Y	GFS	E	-	4	3	5	4
Book Three — Vietnamese	S	15	25	10	20	20	5	5	B-I	40	Y	GFS	E	-	4	3	5	4
Teacher's Manual Book 1		Not available for review.																

MOSAIC

Lesson Format

The series consists of two levels, Mosaic I and Mosaic II, of four books each. Within each level, the books are coordinated by theme, vocabulary, grammar structure, and language functions. The lesson format is different in each book:

A Content-Based Grammar

1. List of grammatical and functional topics to be covered.
2. A reading selection introducing the lesson theme.
3. Grammatical explanations followed by a series of questions.
4. Activities--role-play, mini-dramas, games, composition, discussion, poetry, and problem-solving activities.

A Reading Skills Book

1. An introduction to the lesson theme.
2. Prereading exercises.
3. A reading selection.
4. Recall exercises based on the reading.
5. Skills exercises based on the reading--skimming, scanning, finding topic sentences, using a dictionary, identifying main ideas, making inferences, separating fact and opinion, identifying bias and key ideas, comparing arguments, reading critically, and practice in reading charts and graphs.
6. Timed reading followed by exercises, quiz, or discussion activities.

A Content-Based Writing Book

1. Ideas for writing--photographs, freewriting, reading for ideas, doing research, and class activities.
2. Language for writing--key words, expressions, and structures needed for writing.
3. Systems for writing--rhetorical patterns that provide a framework for writing.
4. Evaluating for writing--revisions and rewriting to improve problem areas.

A Listening/Speaking Skills Book

1. Opening photo--triggers thoughts and discussion.
2. Introductory paragraph--introduces the lesson theme.
3. Discussion activities--relate knowledge, background, and experience about the topic.
4. Vocabulary exercises.
5. Skills practice--listening and speaking activities with cassette and group work.

Content: Grammatical/Situational/Functional

Grammar concepts include: sentences, verbs and tenses, modals, nouns, gerunds, infinitives, adverbs, clauses, etc. Grammar is presented through situations and functions, such as:

1. New challenges
2. Academic life
3. Leisure time
4. Choices
5. Human behavior
6. Technology
7. Ethical questions
8. Medicine
9. Describing/defining
10. Expressing opinions/ regret, etc.
11. Making requests/ comparisons
12. Giving directions/ information
13. Explaining/discussing
14. Predicting

Overall Evaluation Rating: 5

The books are intended for in-college or college-bound students, thus, the topics and organization are appropriate for students with a strong educational background. The activities included require quite a bit of thinking. They deal with topics that have a relatively intellectual orientation. There is a great variety and the choices are really interesting. Care is taken to avoid repetition while still providing reinforcement. The splitting of the major skills into separate books allows the teacher flexibility in using only those which are needed. They go very well together or separately. The instructor's manuals are good and can be used by a teacher with little experience.

THE MULTILINGUAL AUDIO-VISUAL ESL

Lesson Format

Volumes One, Two, and Three have 28, 22 and 22 lessons respectively. Each has an appendix containing additional reading material and a word index. The set of three volumes may be bought glossed in any one of seventeen languages. Each lesson includes:

1. New vocabulary (in sentential context in Books 2 and 3).
2. Two exercises in which the student writes questions and answers based upon a model and illustrations and then produces them orally with the written form covered.
3. A page of exercises as above but with no illustrations.

The new vocabulary, the models for the two illustrated exercises, the appendices and the word lists are all glossed in the student's native language. There are periodic review exercises (two in each of Books One and Three and three in Book Two). These have no illustrations and no glosses.

Content: Grammatical/Functional/Situational

Each lesson deals with a certain functional topic through everyday situations. Examples are:

1. Classroom objects
2. Clothing
3. Ordinal numbers
4. Distance
5. Daily schedule
6. Time
7. Colors
8. Weekly activities
9. The weather
10. Describing relatives
11. Comparing actions
12. Food/meals
13. Government services
14. Sports
15. A trip
16. Idiomatic expressions

Grammatical topics range from numbers (Book One) to tag sentences, the subjunctive and idioms (Book Three).

Overall Evaluation Rating: 4

These books contain relevant and useful vocabulary and sentences, clear illustrations, and tightly controlled exercises, which are designed to make it easy for the student to break free from the textbook and use English creatively. With glossing in the student's native language, the student can more quickly grasp the meaning of the English, thus saving classroom time, but it may be tempting to use the glosses as a crutch; the teacher must discourage this. Answers to exercises are provided. The student simply folds the page to hide the answer, does the exercise, then unfolds the page and the answer appears beside the student's answer. The lesson format is simpler and less confusing than that of many other texts. The books have more than the average number of typographical errors. The idea of students in the same class using texts with the same English but different glosses, depending on their native languages, is clever; but a student whose language is not one of the 17 could be in serious trouble.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
NEW HORIZONS IN ENGLISH (Addison-Wesley, 1982)																		
Book 1	G	35	30	10	5	5	10	5	B	30	Y	SF	E	-	4	1	5	4
Workbook 1	G	20	-	30	40	5	-	5	B	10	Y	F	E	-	4	1	5	4
Book 2	G	30	30	10	5	10	10	5	B	30	Y	SF	E	-	4	1	5	4
Workbook 2	G	20	-	30	40	5	-	5	B	15	Y	F	E	-	4	1	5	4
Book 3	G	25	35	15	5	10	5	5	I	35	Y	SF	E	-	4	1	5	4
Workbook 3	G	20	-	30	40	5	-	5	I	20	Y	F	E	-	4	1	5	4
Book 4	G	20	35	20	5	10	5	5	I	35	Y	SF	E	-	4	1	5	4
Workbook 4	G	20	-	30	40	5	-	5	I	20	Y	F	E	-	4	1	5	4
Book 5	G	15	35	25	5	10	5	5	A	40	Y	SF	E	-	4	1	5	4
Workbook 5	G	20	-	30	40	5	-	5	A	25	Y	F	E	-	4	1	5	4
Book 6	G	10	40	30	5	5	5	5	A	45	Y	SF	E	-	4	1	5	4
Workbook 6	G	20	-	30	40	5	-	5	A	25	Y	F	E	-	4	1	5	4
Cassette Tapes 1-6	G	45	35	10	-	-	10	-	B-A	18	Y	F	E	-	4	1	5	4
Guides 1-6	G	-	-	-	-	-	-	-	B-A	-	-	-	-	5	4	-	-	4
Placement Test Package 1-6		Not available for review.																
Achievement Tests 1-6		Not available for review.																
Management Checklists 1-6		Not available for review.																

NEW HORIZONS

Lesson Format

All of the books, Levels 1-6, are formatted in units and each unit consists of the following:

1. A thematic picture introducing the unit.
2. A listening activity (usually a dialogue).
3. Exercises (short dialogues, questions, and answers).
4. Choral and pair work (oral).
5. Short readings.
6. Listening exercise with comprehension questions.
7. Self-test.
8. Enrichment activities.

There are profuse color illustrations throughout the books. The workbooks consist mainly of written exercises.

Content: Situational/Functional

Each unit presents a different topic. Examples include:

1. Socializing
2. Colors
3. Clothing/fashion
4. Descriptions
5. Occupations
6. Likes
7. Families
8. Daily activities
9. Directions
10. Past ability
11. Quality of foods
12. Travel
13. Behaviors
14. Activities
15. Buying on time/money
16. Inventions
17. Character traits
18. Dreams and reality
19. Job searches
20. Around the world
21. Left and right
22. Weather
23. These changing times
24. Getting along together

Overall Evaluation Rating: 4

These books have an appealing format, enhanced by many lively illustrations. All four language skills are covered. The unit topics are interesting and conducive to student participation and enjoyment. There is a tape for every unit and these are helpful for listening practice, intonation, stress and rhythm. The teacher's books are thorough and helpful. The books will give students a solid foundation in English. Some drawbacks cited by evaluators are: some dialogues appeal mainly to young people; there is insufficient attention given to the human body and health-related topics; the material relies too much on written material at the beginning, making it difficult for marginal literates; students become confused when using the tapes without supervision; emphasis is on listening and speaking which could be a problem for an inexperienced teacher; and, the subject matter is more appropriate for students with a fair amount of education. Nevertheless, the series is, overall, very good.

Title and Components	Purpose/Focus	Skill Areas: Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar	Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
NEW PERSPECTIVES (Heinle and Heinle)																		
Book I	G	20	15	25	15	15	5	5	I	75	Y	S	-	-	4	5	5	5
Book II	G	15	20	25	15	15	5	5	I	75	Y	S	-	-	4	5	5	5
Workbook I - II	G	-	-	45	50	-	-	5	I	50	Y	S	-	-	4	5	5	5
Teacher's Guide I - II	G								I					4	4			4
Cassettes I - II (10)	G	50	-	-	-	-	50	-	I	10	Y	S	-	-	4	5	5	5
PREVOCATIONAL ENGLISH (National Textbook Co., 1985-1986)																		
Text One 1985	V	30	45	10	5	5	-	5	B	200	Y	FS	-	-	4	1	5	3
Workbook One 1985	V	-	-	45	45	5	-	5	B	20	Y	FS	-	-	4	1	5	3
Text Two 1986	V	25	45	10	5	10	-	5	I	200	Y	FS	-	-	4	1	5	3
Workbook Two 1986	V	-	-	45	45	5	-	5	I	20	Y	FS	-	-	4	1	5	3
Teacher's Guide 1978	V	-	-	-	-	-	-	-	I	-	-	-	-	4	4	-	-	3

NEW PERSPECTIVES

Lesson Format

The two volumes have ten units each. Each unit consists of the following:

1. Get together and interact--encourages dyad or small group discussion.
2. Listening--taped sections coordinated with the text to help in pronunciation or comprehension.
3. On your own--aural cognitive exercises to be done without the book.
4. Reading--questions/exercises to develop comprehension, grasping of main ideas, guessing word meanings, chunking.
5. Writing--assignments relating the unit theme to students' interests or realistic situations.
6. Focus on grammar--concise grammar rules or generalizations with examples.
7. Practice--allows conversation, exchange of "real" writing, recurring use of previously taught grammar.
8. Vocabulary/idioms/new expressions--list for review or preview and a vocabulary list.

A review follows every third unit. The teacher's guide gives page-by-page suggestions for teaching the student text and includes quiz and test suggestions, three sample section tests, and expansion activities for each unit (games, discussion topics, activities, field trips). The cassettes include readings in the student text, listening exercises in the student text, and the aural questions on the sample tests in the teacher's guide.

Content: Situational

Units deal with topics of interest to adults, such as:

1. The workplace
2. Computers
3. Free time
4. Languages
5. Culture
6. Health

They are presented by means of newspaper clippings, scripts, instructions, letters, and various kinds of readings. They are illustrated with photos and drawings.

Overall Evaluation Rating: 5

Attention to the four main language skills is balanced. The series is aimed at young adults. It is complete, so that a teacher will need few outside materials, if any. It is excellent and can also be used as a preparation text for college or business bound ESL students.

PREVOCATIONAL ENGLISH

Lesson Format

Each text contains twenty lessons. Each lesson contains four parts:

1. Command and question and answer sequences based on social or classroom situations.
2. New structures and vocabulary--classroom activities and situations.
3. Technical material--vocabulary and specialized situations.
4. Reading selection--questions or activities to enable students to use what they have learned spontaneously and creatively.

Each workbook has twenty lessons. Each lesson has two parts:

1. Illustrated questions to be answered in writing.
2. An illustrated reading selection with comprehension questions.

The teacher's guide consists of general comments, general procedures for presenting the lessons, and a table for each lesson listing the situational and grammatical material and functional words covered in that lesson.

Content: Functional/Situational

Examples are:

1. Greetings
2. Relating personal information
3. Professions
4. Calendar/weather
5. Telling time
6. Mechanic shop
7. Family
8. Arithmetic
9. Measurement
10. Tools
11. Describing
12. Carpentry
13. Diagrams
14. Geometric shapes
15. Truck driver
16. Maps

Overall Evaluation Rating: 3

The idea of making exercises meaningful to adults by having them actually perform the actions or ask and answer questions about situations actually occurring in the classroom or about objects actually present in it is a good one. These books are based on this idea. Grammatical progression is not necessarily sequential, the topics are mixed. However, there is an overall progression towards more complex structures. The pictures are clear and eliminate the need for much explanatory material and introductions. The teacher's guide does not go into fine detail on the presentation of lessons but presents enough that teachers with some experience should have no trouble using it. The guide refers only to the texts and not to the workbooks, which may be a weakness.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
REAL - LIFE ENGLISH: A COMPETENCY - BASED ESL PROGRAM FOR ADULTS (Steck-Vaughn, 1988)																		
Pre-lit. Workbook	S	25	25	20	20	10	-	-	B	20	N	S	NA	-	4	1	5	4
Pre-lit. Wkbk. - Tchr's Guide	S	-	-	-	-	-	-	-	B	-	-	-	-	-	-	-	-	-
Teacher's Ed. 1	S	-	-	-	-	-	-	-	B	-	-	-	-	4	4	-	-	4
Book 1	S	35	30	15	10	5	-	5	B	60	Y	SF	LEA	-	4	5	5	4
Workbook 1	S	30	20	20	30	-	-	-	B	20	Y	SF	LEA	-	4	5	5	4
Teacher's Ed. 2	S	-	-	-	-	-	-	-	B	-	-	-	-	4	4	-	-	4
Book 2	S	30	25	15	15	10	-	5	B	60	Y	SF	LEA	4	4	5	5	4
Workbook 2	S	25	20	25	30	-	-	-	B	20	Y	SF	LEA	-	4	5	5	4
Teacher's Ed. 3	S	-	-	-	-	-	-	-	I	-	-	-	-	4	4	-	-	4
Book 3	S	25	20	20	20	10	-	5	I	60	Y	SF	LEA	-	4	5	5	4
Workbook 3	S	25	20	25	30	-	-	-	I	20	Y	SF	LEA	-	4	5	5	4
Teacher's Ed. 4	S	-	-	-	-	-	-	-	I	-	-	-	-	4	4	-	-	4
Book 4	S	20	25	20	20	10	-	5	I	60	Y	SF	LEA	-	4	5	5	4
Workbook 4	S	20	20	30	30	-	-	-	I	20	Y	SF	LEA	-	4	5	5	4

REAL-LIFE ENGLISH: A COMPETENCY-BASED ESL PROGRAM FOR ADULTS

Lesson Format

Each text and workbook consists of ten lessons. Different aspects of the same broad unit themes are carried over in all the texts and workbooks although each lesson may have a different topic. Units are organized as follows:

1. Unit opener--dialogs, readings, and songs to stimulate conversation.
2. Talk it over--ask, respond, and react to questions.
3. Word bank/Structure base--vocabulary/grammatical structures.
4. News for you--relate learning to everyday news events.
5. Write it down--writing exercises pertaining to "news for you".
6. One to one--dialog practice by matching information.
7. Information--comprehension and writing exercises.
8. Extension--extended practice in areas introduced.
9. Your competency--review exercises.

The workbook lessons consist of six pages of written exercises with an occasional oral one. The preliteracy workbook consists of exercises to accustom a student to seeing words and drawings on the printed page and to perform tasks associated with them (e.g., matching, circle correct word, draw time on clock face).

Content: Functional/Situational

1. Personal communication
2. Our community
3. Our country
4. Our environment
5. Food
6. Shopping
7. Home
8. Health care
9. Employment
10. Transportation/travel
11. Ask/answer questions
12. State opinions
13. Agree/disagree
14. Give advice
15. Complain
16. Make suggestions
17. Ask for clarification
18. Interpret

Overall Evaluation Rating: 4

The books have a lively appearance with many interesting photographs. An abundance of activities in each lesson provides good practice of the four language skills, especially good conversation practice. Interest is maintained since students are sometimes writing, sometimes asking other students for information, sometimes carrying on dialogs, and sometimes answering or asking questions; sometimes they sit and sometimes, they move around. The topics are practical; students do more than learn and drill English, they use it. The preliteracy workbook answers the literacy problem that confronts many teachers and is well-planned. A few drawbacks are: (1) Book 1 is a little advanced, since the beginning student is introduced to questions, subject and possessive pronouns in lesson one. (2) Marginal notes in the teacher's editions are not always clear and specific. (3) It is unclear whether work in the preliteracy workbook must precede or be integrated with Book 1.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
SIDE BY SIDE: ENGLISH THROUGH GUIDED CONVERSATIONS (Prentice Hall, Inc., 1983)																		
Student Book 1A	G	30	30	15	5	10	-	10	B	30	Y	SF	E	-	4	1	5	4
Student Book 1B	G	30	30	15	5	10	-	10	B	30	Y	SF	E	-	4	1	5	4
Student Book 2A	G	30	30	15	5	10	-	10	I	30	Y	SF	E	-	4	1	5	4
Student Book 2B	G	30	30	15	5	10	-	10	I	30	Y	SF	E	-	4	1	5	4
Activity Workbook 1A	G	20	-	25	25	10	10	10	B	20	Y	SF	E	-	4	1	5	4
Activity Workbook 1B	G	20	-	25	25	10	10	10	B	20	Y	SF	E	-	4	1	5	4
Activity Workbook 2A	G	20	-	25	25	10	10	10	I	20	Y	SF	E	-	4	1	5	4
Activity Workbook 2B	G	20	-	25	25	10	10	10	I	20	Y	SF	E	-	4	1	5	4
Teacher's Guide 1A	G	-	-	-	-	-	-	-	B	-	-	-	-	5	5	-	-	5
Teacher's Guide 1B	G	-	-	-	-	-	-	-	B	-	-	-	-	5	5	-	-	5
Teacher's Guide 2A	G	-	-	-	-	-	-	-	I	-	-	-	-	5	5	-	-	5
Teacher's Guide 2B	G	-	-	-	-	-	-	-	I	-	-	-	-	5	5	-	-	5
Test Package 1A	G	-	50	-	50	-	-	-	B	.5	Y	-	-	-	5	1	5	5
Test Package 1B	G	-	50	-	50	-	-	-	B	.5	Y	-	-	-	5	1	5	5
Test Package 2A	G	-	50	-	50	-	-	-	I	.5	Y	-	-	-	5	1	5	5
Test Package 2B	G	-	50	-	50	-	-	-	I	.5	Y	-	-	-	5	1	5	5
Picture Cards		Not available for review.																
Dialog Visual Cards		Not available for review.																
Activity Workbook Tapes		Not available for review.																
Student Text Tapes		Not available for review.																

SIDE BY SIDE: English Through Guided Conversations

Lesson Format

1. Focus--a simple schema of the structures to be taught is presented as a reference point.
2. Getting ready--introduces new concepts in the lesson.
3. Presenting the model--introduces the model conversation; students participate in dialog practice.
4. Side by side exercises--suggestions for practicing the exercises and a list of new vocabulary using picture or word cues.
5. Optional writing practice--optional written homework of selected Side by Side exercises.
6. Workbook--page references in the Activity Workbook which correspond to the particular lesson.
7. Expansion activities--optional activities for review and reinforcement of the content of the lesson, including role play, interviews, dramas, etc.

The test packet includes both an oral and a written test (midterm and final) for all four books.

Content: Situational/Functional

Communicative uses of English and grammatical structures are introduced through guided conversations which focus on everyday situations and functions such as:

1. Giving/asking for information
2. Expressing regret
3. Describing
4. Making excuses
5. Asking for/giving advice
6. Weather
7. Family
8. Ailments
9. Community/home
10. Professions.

Overall Evaluation Rating: 4

This is an above average series. Each book is indexed with regard to the grammar concepts and contains a new vocabulary list. The teacher's guide is excellent with teaching suggestions that should adapt to almost any group of ESL students. Adults are primarily included in the situations discussed and in the illustrations. Though Book 1 is stated to be at the beginning level, it would be suitable only for the advanced beginner. Students are encouraged to take the canned dialog and develop their own original conversations through various supplemental exercises.

A cultural key is given in each chapter which includes cultural information about U.S. life and customs. The items in the test packets address the concepts taught.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
SPEAK ENGLISH! READ ENGLISH! WRITE ENGLISH!																		
(National Textbook Co.)																		
SPEAK ENGLISH!																		
Basic Beginner Book	S	20	20	15	15	15	5	10	B	25	N	SFG	E	-	4	3	5	4
Book One 1986	S	20	20	20	10	10	10	10	B	20	Y	SFG	E	-	4	3	5	4
Book Two 1985	S	15	20	10	15	15	15	10	B	20	Y	SFG	E	-	4	3	5	4
Book Three 1981	S	10	20	15	15	15	15	10	I	20	Y	SFG	E	-	4	3	5	4
Book Four 1983	S	10	20	15	10	15	15	15	I	20	Y	SFG	E	-	4	3	5	4
Workbook One 1985	S	15	15	10	30	10	-	20	B	20	Y	SFG	E	-	4	3	5	4
Workbook Two 1981	S	15	10	20	20	15	-	20	B	20	Y	SFG	E	-	4	3	5	4
Workbook Three 1981	S	15	10	20	20	15	-	20	I	20	Y	SFG	E	-	4	3	5	4
Workbook Four 1987	S	15	10	20	20	15	-	20	I	20	Y	SFG	E	-	4	3	5	4
READ ENGLISH!																		
Book One 1985	S	10	10	35	10	25	-	-	B	20	Y	SFG	E	-	4	3	5	4
Book Two 1985	S	20	20	40	5	20	-	-	B	20	Y	SFG	E	-	4	3	5	4
Book Three 1987	S	20	20	40	5	20	-	-	I	16	Y	SFG	E	-	4	3	5	4
WRITE ENGLISH!																		
Book One 1986	S	20	10	10	50	-	-	10	B	20	Y	SFG	E	-	4	3	5	4
Book Two 1986	S	10	10	10	40	-	-	20	B	18	Y	SFG	E	-	4	3	5	4
Book Three 1981	S	10	20	10	30	10	-	20	I	18	Y	SFG	E	-	4	3	5	4

SPEAK ENGLISH! READ ENGLISH! WRITE ENGLISH!

Lesson Format

Each text in the series contains 8 to 10 lessons. The lessons vary according to the skill being taught and include the following activities:

1. Basic Beginner Book (assumes no literacy)--statement of objectives, dialogs, letter recognition, sound-letter correspondence and letter writing, pronunciation, finding correct answer, and extension exercises.
2. Speak English!--statement of objectives, pictorial presentation of a problem in everyday life, dialogs, circle the correct answer, listening, writing, role-playing, pronunciation, repetition, and explaining.
3. Read English!--reading selection, comprehension questions, word-grouping, inference, matching, ordering, multiple-choice, correction, form-skimming, and discussion exercises.
4. Write English!--statement of objectives, model form or letter, grammatical points, form filling, rewriting, blank filling, answering questions, alphabetizing, sentence building and combination, categorizing, and free writing.

The workbooks serve to expand and reinforce material presented in the text. Each volume has a To the Teacher section at the beginning and teacher notes at the bottom of each page.

Content: Situational/Functional/Grammatical

Situations and functions are focused on everyday life and include:

1. Your community
2. At the post office/bank
3. Travel/vacations
4. Shopping
5. Paying bills
6. Traffic signs
7. Emergency health care
8. Getting a second opinion
9. Asking for clarification
10. Looking for a job
11. Giving advice
12. Inquiring/describing
13. Expressing likes/dislikes
14. Denying a request

Grammatical topics introduced range from the simple present to the passive, quantifiers, relative clauses and unreal present conditionals.

Overall Evaluation Rating: 4

This series provides practice with a great variety of situations and language functions which a student will confront in everyday life. The choice of these is good; the language used is appropriate both for the level of the students and for the situations. The authors' approach is to immerse the student in the English that they will need right away rather than make the student wait for a slow step-by-step approach of grammatical topics. They succeed in this because of their judicious use of

illustrations and the shortness and simplicity of the exercises and dialogs. The Basic Beginner Book is a good idea; it might overwhelm a nonliterate student, but it certainly deals with a genuine need. The rest of the series moves fairly fast and should be interesting, challenging and fun for a student with at least a sixth-grade education in his native country or a fairly quick mind. The books might be a little fast for others. The choice of exercises throughout is very good--varied and never so long as to be boring. Lessons are well organized around language functions and situations. Comments for the teacher are useful, and it is convenient for the teacher to have them at the bottom of the page. They are in fine print and thus shouldn't distract the student.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
SPEAKING OF PICTURES (Steck-Vaughn Co., 1981)																		
Book 1	S	20	30	5	10	30	-	5	B	30	Y	S	E	-	4	1	4	3
Book 2	S	20	30	5	10	30	-	5	B-I	30	Y	S	E	-	4	1	4	3
Book 3	S	20	30	5	10	30	-	5	I	30	Y	S	E	-	4	1	4	3
Book 1 Teacher's ed.	S								B					4	4			3
Book 2 Teacher's ed.	S								B-I					4	4			3
Book 3 Teacher's ed.	S								I					4	4			3
STEP AHEAD: AN ENGLISH COURSE (Addison-Wesley, 1984)																		
Book 1	S	25	25	15	15	10	5	5	B	30	Y	SFG	E	-	4	2	5	4
Book 2	S	20	30	15	15	10	5	5	B	30	Y	SFG	E	-	4	2	5	4
Book 3	S	15	25	20	20	10	5	5	I	35	Y	SFG	E	-	4	2	5	4
Book 4	S	10	20	25	25	10	5	5	A	35	Y	SFG	E	-	4	2	5	4
Workbook 1	S	-	-	50	25	15	-	10	B	30	Y	SFG	E	-	4	2	5	4
Workbook 2	S	-	-	40	35	15	-	10	B	30	Y	SFG	E	-	4	2	5	4
Workbook 3	S	-	-	30	40	20	-	10	I	30	Y	SFG	E	-	4	2	5	4
Workbook 4	S	-	-	30	40	20	-	10	A	30	Y	SFG	E	-	4	2	5	4
Teacher's Guides 1-4	S								B-A					4	4			4
Placement tests	S	20	20	20	20	10	5	5	B-A	NA	Y	SFG	O	-	4	2	5	4
Cassettes		Not available for review.																

SPEAKING OF PICTURES

Lesson format

Each of the three volumes contains two series of ten lessons each. Each lesson is formatted in the following sequence:

1. Picture presentation.
2. Vocabulary drill.
3. Key sentence--comprehension, memorization.
4. Conversation--dialogue, listening, repeating, practicing.
5. Command/response--TPR based on picture and dialogue.
6. Discussion of picture.
7. Short story summary of picture content and dialogue--used for reading, transformation practice, recall of content, etc.
8. Written exercises on vocabulary and grammar.

The teacher's edition provides suggestions for additional activities for each unit.

Content: Situational

Each book contains two sequences of pictures based on the following situations:

1. Dinner
2. Potluck supper
3. Renting an apartment
4. Going to the doctor
5. Getting a job
6. Getting a driver's license

Overall Evaluation Rating: 3

These books cover only six situations but do it thoroughly; however, one evaluator felt that more situations should have been included. The pictures are excellent, clear, and large enough to be used as classroom visuals or enlarged by photocopy. The topics are very practical and provide the adult student with vocabulary which can be used immediately. Grammatically sequenced books often fail to do this. The only weakness found by another evaluator was that some of the grammar exercises are difficult for beginning students. The books can be used with mixed-level classes very effectively because even those with very low English ability will be associating words and expressions with the pictures and acquiring language informally.

STEP AHEAD

Lesson Format

Each volume has 30 four-page lessons. The lesson format varies; however, activities are consistent and include: pictures, picture stories and reading selections, comprehension questions, illustrated dialogs and exercises, writing exercises, vocabulary drills and discussion. The workbooks contain remedial exercises, accelerated work, additional readings, and an index of functions and structures. The teacher's editions provide preparatory activities, instructions for teaching, and follow-up activities for each page of the student text. After every five lessons, there is a one-page statement of what the students should have learned, some review activities, and another one-page statement on what students will learn in the next five lessons. The guide also includes a cassette tape guide and grammatical points covered in the text. The placement tests booklet contains a general text description, instructions for administering the tests, and eight tests.

Content: Functional/Grammatical/Situational

The focus of the series is to develop appropriate functional and grammatical use of language through real situations; such as:

1. Telling time
2. Job interview
3. Weather
4. Directions
5. Routines
6. Household chores
7. Health and ailments
8. Politely expressing disagreement
9. Expressing certainty/regret
10. Apologizing
11. Describing/criticizing
12. Denying permission

Grammatical structures range from simple questions, articles, contractions, and personal pronouns to comparison, passive, relative clauses, and the past of "should". Conditionals are not included.

Overall Evaluation Rating: 4

The volumes are profusely and clearly illustrated. Beginning instruction with seven lessons in full color gets the student more interested in the series, while the change to four-tone thereafter holds down the cost of the book. Book 1 begins by presenting an unsophisticated student with a lot of grammar, so a little pre-book preparation might be good. The books have many reading selections which are interesting, varied, and often humorous, and sometimes relate to students' everyday lives. Some may be a little difficult for someone with limited literacy in his native language. There are three sections of the lessons which are worthy of special attention: (1) language focus which alerts teachers to predictable difficulties for English learners; (2) culture focus which focuses on cultural similarities and differences; and, (3) fast track which suggests ways to individualize instruction. Margin notes listing grammatical structures and new vocabulary are helpful

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
STEPPINGSTONES: AN INTERMEDIATE ESOL COURSE (Addison-Wesley, 1981)																		
Book One	S	30	25	15	10	10	5	5	I-A	50	Y	S	E	-	4	1	5	4
Book Two	S	30	25	15	10	10	5	5	I-A	60	Y	S	E	-	4	1	5	4
Teacher's Guide One	S	-	-	-	-	-	-	-	I-A	-	-	-	-	4	4	-	-	4
Teacher's Guide Two	S	-	-	-	-	-	-	-	I-A	-	-	-	-	4	4	-	-	4
Cassette tape 1	S	50	30	-	-	-	20	-	I-A	2	Y	S	E	-	3	1	5	4
Cassette tape 2	S	50	30	-	-	-	20	-	I-A	2	Y	S	E	-	3	1	5	4
WELCOME TO ENGLISH (Prentice Hall, 1976-1978)																		
Book One	S	20	15	10	5	20	20	10	B	30	Y	SG	E	-	4	1	5	3
Book Two	S	20	15	10	5	20	20	10	B	30	Y	SG	E	-	4	1	5	3
Book Three	S	15	15	15	10	15	15	15	I	30	Y	SG	E	-	4	1	5	3
Book Four	S	15	15	15	10	15	15	15	I	30	Y	SG	E	-	4	1	5	3
Book Five	S	10	10	20	15	15	10	20	A	45	Y	SG	E	-	4	1	5	3
Book Six	S	10	10	20	15	15	10	20	A	45	Y	SG	E	-	4	1	5	3
Introductory Tchrs Mnl	G								B-A					4	4			3
Teacher's Guide 1 & 2	S								B					4	4			3
Teacher's Guide 3 & 4	S								I					4	4			3
Teacher's Guide 5 & 6	S								A					4	4			3
Lab Cassettes 1-6		Not available for review.																

STEPPINGSTONES

Lesson Format

The texts contain ten units each; a short test is found after every 5 lessons. The teacher's guide contains transcripts of the listening exercises and page by page teaching suggestions. Unit format is as follows:

1. A statement of communication objectives and structural focus.
2. An illustration on the theme of the unit.
3. Two listening exercises (tape or teacher).
4. A free-writing exercise based on the listening exercises.
5. Open-ended questions for students to answer.
6. An exercise to identify families of things.
7. Other exercises (e.g., matching, rephrasing).
8. A free-writing exercise on the theme of the unit.
9. A discussion exercise.
10. Grammar notes and exercises.
11. A reading selection (paragraph, form, letter).
12. A discussion exercise based on the reading.
13. Vocabulary exercises.
14. Exercises involving interaction between students (e.g., role-play) involving the entire class or pair-work.

Content: Situational

The unit topics were chosen for their interest to adults. They include:

1. Education
2. College term papers
3. Architecture
4. Dentistry
5. Travel
6. Adventure
7. Changing lifestyles
8. Energy
9. Advertising techniques
10. Money management
11. Poetry
12. A press conference
13. A call-in radio show
14. Music

Overall Evaluation Rating: 4

These books have interesting topics presented in a humorous way. The variety of topics and types of exercises is likely to keep students interested,. Many of the activities in the books encourage creative use of the language in a natural way. The activities are very appropriate for adults who wish to bring their life experiences into the classroom to be included in conversations and writing. The teacher's guides have many good suggestions, although they are not always very precise, and a teacher using them would probably need some train

WELCOME TO ENGLISH

Lesson Format

Each of the six volumes contains six four-lesson units. There is no fixed order for the presentation of lesson components; however, new material is first practiced in context and then in grammar drills and exercises. The lesson components are as follows:

1. Description--situational context of conversation.
2. Dialogs--practice with recombinations of previously learned material.
3. Conversation practice--dialogs which focus on grammatical points from preceding or following sections.
4. Questions and answers--contextual illustrations of grammatical structures that are presented in drill sections.
5. Basic sentences--monologs illustrating new grammatical structures.
6. Dialogs--focus on listening comprehension.
7. Readings--practice in reading formal English and incorporating new vocabulary and structures.
8. Listening practices--reading selections with no new vocabulary or grammar to give student a feeling of satisfaction.
9. Practice drills and exercises--a variety of drills and exercises with repetition and substitution drills occupying a more prominent place in the earlier lessons and open-ended free reply being emphasized as the course progresses.
10. Pronunciation drills--introduction of new sounds as students listen and repeat.

There are several appendices which include lists of proper names, irregular verbs, measurements, source materials for role playing, grammar material, answer keys to exercises, vocabulary lists, and tapescripts. There are three teacher's guides which give lesson-by-lesson commentary without reproducing the student text. An intrcductory teacher's manual describes the course materials, the lesson format and the exercises, and gives comments on second language teaching.

Content: Situational/Grammatical

Each lesson addresses one situational topic, such as:

1. A dinner party
2. Getting acquainted
3. In the doctor's office
4. Shopping for clothes
5. The bank/post office
6. A teenager in love
7. Working at a lodge desk
8. A man who likes to cook
9. Leisure
10. Marriage customs

Grammatical topics begin with the verb BE, imperatives and the simple present in Book One and progress to unreal conditionals, past modals (e.g., "should have"), and a lot of wordbuilding in Book Six.

Overall Evaluation Rating: 3

These books contain many interesting dialogs, readings, and exercises. This variety keeps students from getting bored. The books emphasize practice in using the dialogs and in doing listening and grammar exercises; however, there is little creative discussion and no creative writing activities. Some teachers may regard this as a disadvantage. The drawings throughout the books are often humorous and interesting although not as numerous as in many other texts. The teacher's guides give explicit and useful comments. The introductory teacher's manual provides a convenient overview of the series. The numerous appendices are good in providing useful and concise source material.

Section II

Supplementary Instructional Materials

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ACTION ENGLISH PICTURES (Alemany Press, 1985)	S	30	20	10	5	20	10	5	B	30	N	S	TPR	-	4	2	5	3
ADULT EDUCATION ESL TEACHER'S GUIDE (Texas A&I University, 1983)	G	20	20	15	15	15	10	5	B-I	60	N	FS	E	5	4	1	5	5
ADULT READER (Steck-Vaughn Co., 1972)	S	10	10	40	20	15	-	5	B	85	Y	S	O	-	3	1	5	2
ADULT READING COMPREHENSION (Scott, Foresman & Co., 1981)																		
Coping (A-F)	G	10	10	60	5	10	5	-	I	120	Y	S	O	-	4	5	5	4
Cultures (A-F)	G	10	10	60	5	10	5	-	I	120	Y	S	O	-	4	5	5	4
Messages (A-F)	G	10	10	60	5	10	5	-	I	120	Y	S	O	-	4	5	5	4
People (A-F)	G	10	10	60	5	10	5	-	I	120	Y	S	O	-	4	5	5	4
Instructor's Guide	G								I					5	4			4
ALICE BLOWS FUSE: FIFTY STRIP STORIES IN AMERICAN ENGLISH (Prentice Hall, Inc., 1980)																		
Text	S	20	20	15	20	10	10	5	I-A	100	Y	FS	NA	-	4	4	1	4
Teacher's Manual	S								I-A					5	4	4		5
ALL CLEAR! IDIOMS IN CONTEXT (Heinle & Heinle, 1985)																		
Text	G	10	10	10	10	45	15	-	I-A	66	Y	FS	E	-	4	3	5	4
Cassette	G	50	-	-	-	-	50	-	I-A	1	Y	FS	E	-	4	3	5	4

ACTION ENGLISH PICTURES

Lesson Format

Each unit is introduced with a model lesson to be presented using the general procedures for TPR. A series of picture sequences and corresponding verb lists is included in each unit. The suggested format for lessons is as follows:

1. Lesson Text--picture sequence with corresponding vocabulary.
2. Exercise--vocabulary building, matching pictures and sentences, reading and writing, verb practice, questions and answers, etc.
3. Additional activities - grammar, writing, roleplaying, pronunciation, vocabulary building, comprehension checks, discussion.

Content: Situational

The situations covered in the text are as follow:

1. AM-PM
2. Health and safety
3. At home
4. Going out
5. Holidays and leisure
6. At school
7. Weather

Overall Evaluation Rating: 3

The book addresses the basic language needs of the ESL student, i.e., listening, speaking, and vocabulary building. The situations presented are not necessarily functional for the adult learner; however, the picture sequences and corresponding verb lists are intended to help the teacher create original texts. Suggestions on how to present the lessons and suggestions for extension activities appear in the introduction and are very helpful in adapting the text to any level of proficiency.

ADULT EDUCATION ESL TEACHER'S GUIDE

Lesson Format

The book begins with a good general orientation section which discusses the needs of the adult learner, types of students, motivation, culture, major problems, etc. Determining correct placement and time of instruction for various students is also covered. The next three sections cover beginning lessons in ESL, intermediate lessons in ESL, and teaching the non-literate adult, with detailed instructions for the teacher on how to present each lesson. A typical lesson is as follows:

1. Statement of objective
2. Materials needed
3. Special instructions
4. Procedure: Usually dialog with a variety of practice activities and vocabulary expansion.

Content: Functional/Situational

The situational and functional content is as follows:

1. Filling out forms
2. Greetings
3. Giving personal information
4. Asking/answering questions
5. Asking/telling time
6. Finding a job
7. Ordering food
8. Using the phone
9. Shopping for clothing/food
10. Telling the date
11. Visiting the doctor
12. Asking for/giving directions
13. Personal problems
14. Daily activities
15. Ordering by mail

Overall Evaluation Rating: 5

This is an excellent guide for beginning teachers in the field of ESL instruction. The material is very functional and the exercises and situations are relevant to adult ESL learners.

Of more value than the lessons themselves is the material in section 1 dealing with a general orientation to ESL students. The lessons are mainly to help the beginner and are designed for expansion through inclusion of cultural notes and other interaction between teacher and students. Because of the general orientation section, this material was rated above average due to its straightforward presentation of the needs and problems of ESL learners and the suggestions for working with students with all types of educational backgrounds.

The material is very functional and the exercises and situations are relevant to adult ESL learners.

ADULT READER

Lesson Format

This text is based on the assumption that adults have a wide range of experiences and, thus, have a background for learning to read and write. The vocabulary is confined to that most frequently used by adults. A typical lesson is as follows:

1. Topics--presented by means of a very short simple story.
2. Word study--review of the vocabulary used in the story.
3. Work page--a series of exercises including matching, missing letters, cloze exercises, opposites, etc.

After a series of short lessons there is a review lesson and a check test.

Content: Situational

Examples of situations are as follows:

1. Family and names
2. Home and friends
3. School
4. Keeping house
5. Cooking well-balanced meals
6. Going to church
7. Driving in the city
8. Working in the yard
9. Shopping for food and clothes
10. Taking care of the car, trailer, etc.
11. Banking
12. Raising chickens
13. Gardening
14. Maintaining the house

Overall Evaluation Rating: 2

This book is fair for improving reading and writing skills. The writing activities are helpful for reviewing vocabulary and for ensuring comprehension. However, instructions and suggestions for the teacher on how to present the lessons would be very helpful.

ADULT READING COMPREHENSION

Lesson Format

The series is organized into four topic strands with six books in each strand. Each book has an average of seventeen reading selections followed by several comprehension questions and two related thought-provoking questions suitable for discussion. An answer key is found at the back of each book. Each reading selection has an illustration. Most selections are narrations or descriptions; a few are poetry, songs, and letters. The instructor's guide discusses problems of adult learners, teaching and learning styles, gives a sample lesson plan, lists community resources and explains how to teach from these books.

Content: Situational

Each of the four major topics focus on real life situations related to the topic. Examples are:

1. Coping--difficult situations, practical and emotional problems.
2. Cultures--origins, traditions, customs, differences, and similarities of different cultures.
3. Messages--personal communication by speech, letter, body language, art, etc.
4. People--life experiences of fictional and non-fictional characters.

Overall Evaluation Rating: 4

These books have very interesting reading selections--many similar to those in Reader's Digest, but easier. The exercises are appropriate. The subjects and the personal interest have universal appeal. Many of the readings--especially in Messages and People--do not teach students how to deal in English with their everyday lives, as do some texts which emphasize life skills, and some teachers may regard this as a disadvantage. The instructor's guide is very good and covers areas not often covered by teacher's guides: learning difficulties (physiological and psychological) and matching teaching style to learning style.

ALICE BLOWS FUSE: FIFTY STRIP STORIES IN AMERICAN ENGLISH

Lesson Format

This text is composed of 50 self-contained units each of which includes a story and several exercises pertaining to the story in the following format:

1. Introduction--an illustration represents the action of the story and serves as a means by which the student becomes familiar with the subject matter.
2. Story--sentences are presented in random order so that students become acquainted with the material, sentence strips of the story are given out, and students are asked to talk about them and put them in order.
3. Comprehension check--students check the correct response to given questions.
4. Reading passage--students listen to the story, respond to comprehension questions and check answers.
5. Close exercise--taken from the reading passage.
6. A suggested follow-up activity, such as role playing, retelling, etc., is found at the end of each unit in the teacher's book.

Content: Situational/Functional

The story plots all revolve around life-coping situations and use realistic everyday language.

1. Shopping
2. Visiting the doctor/dentist
3. Going to the post office
4. Solving everyday problems
5. Eating out
6. Asking for information
7. Car trouble
8. Renting an apartment
9. Telephoning
10. Making a budget

Overall Evaluation Rating: 4

This book is unique in that it blends a structural framework, through the use of sentence strips, with meaningful communicative opportunities by having the students communicate the contents of the story. This allows the students to share the vocabulary they already have and to develop new vocabulary as well as to develop comprehension skills and an understanding of sentence structure and sequence.

The authors state that this book is intended for the intermediate to advanced ESL levels although the catalog identifies it as a beginning level text. However, it seems to be more appropriate only for the advanced level because it implies:

1. Familiarity with everyday language;
2. Prior experience in everyday transactions; and,
3. A degree of competency in oral communication.

The teacher's edition is well organized and introduces a variety of individual as well as group activities.

ALL CLEAR! Idioms in Context

Lesson Format

The book consists of notes to the teacher at the beginning, fifteen units, four appendices, and three indexes. Each unit is sequenced as follows:

1. A dialog utilizing all the unit's idioms.
2. Comprehension questions on the dialog.
3. Sample sentences to illustrate each idiom.
4. Three exercises: multiple-choice or matching, listening to a second dialog and completing its transcript, and filling in blanks.
5. Dictation.
6. Dialog writing.
7. Role playing

In addition, there are three review lessons consisting of word games: a crossword puzzle, tic tac toe, guess the idiom from the picture, and write a dialog. Four appendices provide: a bingo game, answer keys to all exercises in the book, and transcripts of pronunciation exercises on the cassette. The indexes list the expressions studied in the book grouped by words in common, by prepositions and particles, and alphabetically. The teacher's notes give an overview of the book, teaching suggestions, and notes on multiple-word verbs and pronunciation.

Content: Situational/Functional

Each unit deals with a different situation. Functions are repeated. Examples are:

1. At the airport
2. Running into someone
3. An invitation to a movie
4. Misplacing a wallet
5. Having a cold
6. Requesting assistance
7. Being too forward
8. Disagreeing (at a lecture)
9. Expressing surprise/agreement
10. Making decisions
11. Apologizing
12. Giving/refusing an invitation
13. Explaining
14. Expressing opinion/confusion
15. Giving/requesting assistance
16. Persuading

Overall Evaluation Rating: 4

This is a good clear book. It contains many useful, well-used idioms, multiple-word verbs, and conventional expressions. The organization of the units is good and the presentation of idioms in a full-paragraph context is helpful. The pictures are appealing and the games in the review exercises liven up the book. The choice of expressions covered is good. The cassette is clear, although it makes reference to marking answers on a paper that couldn't be found.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
AMERICAN CULTURAL ENCOUNTERS (Alemany Press, 1981)	G	40	50	10	-	-	-	-	I	30	Y	S	O	-	3	1	5	3
THE AMERICAN DREAM: ADVANCED READINGS IN ENGLISH (Longman Inc., 1982)	G	10	10	40	20	10	-	-	A	70	Y	S	E	-	4	1	5	2
ANECDOTES IN AMERICAN ENGLISH (Oxford Univ. Press, 1981)																		
Elementary Anecdotes	G	25	20	20	20	10	-	5	B	30	Y	FS	NA	-	4	1	5	3
Intermediate Anecdotes	G	25	20	20	20	10	-	5	I	30	Y	FS	NA	-	4	1	5	3
Advanced Anecdotes	G	25	20	20	20	10	-	5	A	30	Y	FS	NA	-	4	1	5	3
BASIC ENGLISH GRAMMAR (Educational Design Inc., 1987)																		
Student Text	A	-	-	10	20	-	-	70	I	65	Y	G	O	-	4	1	5	3
Teacher's Guide		Not available for review.																
A BASIC PREFIX AND ROOT VOCABULARY BUILDER (College Skills Center, 1984)	A	-	-	10	10	70	10	-	A	80	Y	F	O	-	4	1	5	2
BUILDING REAL LIFE ENGLISH SKILLS (National Textbook Co., 1982)																		
Student Text	S	10	15	35	25	15	-	-	I-A	82	Y	SF	E	-	4	3	5	4
Teacher's Guide	S								I-A					3	4			4

AMERICAN CULTURAL ENCOUNTERS

Lesson Format

Fifty encounters are presented in a multiple-choice format. In each, a "problem" situation is described in a few short sentences. Each situation is one in which a foreigner is having an encounter with Americans and may not be sure what to do or may not understand why Americans do things a certain way. Three or four possible solutions are given. Students are to discuss the situation and the choices and then select one solution and say why they chose it. Then they can turn to the second part of the book to find which solutions are appropriate and why. Discussion of similar situations in the students' native countries is also encouraged. A brief introduction to the book explains how to use it. Three appendices provide more material for discussion. A bibliography is also included.

Content: Situational

Encounters, or situations, for analysis and discussion include:

1. Teacher is late
2. Help with homework
3. Holding hands
4. Job interview
5. Who pays?
6. Personal space
7. A gift for the hosts
8. Making dates
9. A polite refusal
10. How much did it cost?

Overall evaluation Rating: 3

This book is intended to help students from other countries perceive, discuss and understand differences between their cultures and the American way of life. A large variety of useful and relevant situations is presented. The grammar level of the text is appropriate for intermediate students. It is very succinct--to the extent of giving very little context, which might be difficult for some students.

THE AMERICAN DREAM: Advanced Readings in English

Lesson Format

Each lesson begins with a brief article; 42 are included in the book. Lessons include various types of exercises appropriate to the reading. The major types of exercises are as follows:

1. Pre-reading--predict what will follow in the article using students' knowledge and experience.
2. Understanding the main idea/details--develop ability to scan and skim material.
3. Understanding vocabulary in context--make inferences through contextual information.
4. Understanding contextual references--focus on context clues.
5. Inferring meaning/recognizing irony/using euphemisms.
6. Recognizing structure--focus on organization, structure, word choice, and style.
7. Understanding figurative language--literal and metaphorical meanings.
8. Understanding syntax--grammatical structures as basis for reading.
9. Composition--notes, paragraphs, essays.
10. Discussion and debate--interpret passages and relate personal opinion.

Exercises require short answers, multiple choice, essays, discussion.

Content: Situational

Material is organized around six broad topics:

1. The American dream--the theme is freedom.
2. Reaching for it--expansion of the country, space exploration, women's rights, etc.
3. The other side of the dream--negative aspects of America such as exploitation of the Indians and pollution.
4. The American mosaic--the diversity of the population.
5. The American way of life--credit, employment, marketing, the busy city.
6. Social scenes--teenage employment, art, the movies, automobiles.

Overall Evaluation Rating: 2

The situational content in the readings is very good and gives one not native to America insight into the country. However,the material is presented at an advanced level, and much of the information contained in the readings might not be new to the reader. Exercises are rather difficult. One evaluator felt this can best be used in ABE or GED classes, but not with a group of adults seeking to improve language skills due to the critical comprehension skills required for the exercises. Another criticism was that the multiple choice questions only offered two options from which to choose.

ANECDOTES IN AMERICAN ENGLISH

Lesson Format

Each book contains 30 humorous stories at the beginning, intermediate, and advanced ESL levels, respectively. The student can listen to the teacher (or other students) read the stories, or read the story silently. Each story is followed by comprehension questions and two vocabulary exercises. The exercises vary from story to story but include the following general types: oral comprehension questions; fill in the blanks; synonym-antonym identification; crossword puzzles; corrected sentence selection; picture-word substitutions; picture identification; sequencing events; story reconstruction; reading comprehension. These exercises can be done orally, in writing, in the classroom, individually, at home, or in a group.

Content: Situational/Functional

The situational content in each of the three books centers around anecdotes which are approximately 150 words in length. The following are examples of the situations and functions:

Elementary
1. Warning signs/travel
2. School/shopping
3. Visiting with friends
4. Asking for/giving directions
5. Asking/telling time

Intermediate
1. Buying/selling/banking
2. Childhood antics
3. Going to the doctor
4. Car trouble/repairs
5. Giving/receiving

Advanced
1. College entrance exams
2. Occupations/professions
3. Starting a business
4. Banking/cashing checks
6. Giving speeches

Overall Evaluation Rating: 3

The use of anecdotes is an innovative way to teach English to ESL students. It provides reinforcement for listening and reading skills and presents American English vocabulary in context. The incorporation of humor in the situational content of the short passages is refreshing and can help keep the students alert and interested and, therefore, improve their retention. The introductory section of each book serves as a teacher's guide. It serves its purpose well because it gives the teacher several alternatives for utilizing the book. The main disadvantage is that skill areas, other than listening and reading, are not reinforced sufficiently.

BASIC ENGLISH GRAMMAR

Lesson Format

This text contains twelve lessons, each focused on a single topic or grammatical principle. Within each lesson are several subtopics related to the lesson and followed by one or more exercises. Each lesson ends with a review section. The final lesson is a review of the entire book. Exercises include:

1. Underlining
2. Filling in the blank
3. Rewriting
4. Sentence diagramming

Content: Grammatical

The major emphasis is in learning the eight parts of speech, how they fit into sentences, and how to diagram a sentence. The grammatical content is as follows:

1. Verbs
2. Nouns
3. Basic sentences and sentence parts
4. Pronouns
5. Conjunctions
6. Diagramming sentences
7. Adjectives
8. Adverbs
9. Prepositions
10. Interjections
11. More about verbs

Overall Evaluation Rating: 2

This book is intended for students who are fluent in English and who need help in knowing how a sentence is constructed. It is obviously not useful for the ESL student who is learning survival skills. It could be very useful for the intermediate or advanced ESL student who has a good command of English but wants to understand what he is doing, i.e., understand the structure of the sentences which he is already producing. It could also be useful as a supplement in teaching writing to ESL students who have a good command of spoken English. Even then, a text relying more on examples and less on textual explanations would probably be more useful. The book lacks illustrations or any other feature to liven it up.

A BASIC PREFIX AND ROOT VOCABULARY BUILDER

Lesson Format

Sections I - II
1. Introduction--fifteen of the most common prefixes and their origin are presented.
2. Exercises--matching, literal meanings, present meanings, identifying roots.
3. Summary Test--reinforcement exercises.

Sections III - XI
1. Introduction--forty-five common Latin roots are presented.
2. Exercises--matching, literal, present, and original meanings, fill in the blanks, identifying roots.
3. Summary Test--reinforcement exercises.

Sections XII - XIV
1. Introduction--fifteen Greek roots are presented.
2. Exercises--same as for Latin roots.
3. Summary Test--reinforcement exercises.

Content: Functional/Subject Matter

The lessons and exercises are presented according to the function of the prefix or root being studied.

The subject matter introduced is:
1. Prefixes
2. Latin roots
3. Greek roots

Overall Evaluation Rating: 2

This supplemental vocabulary builder would be very helpful in the ABE/GED area. Evaluators do not recommend this book to the ESL student because of its high cognitive content in the use of the English language.

BUILDING REAL LIFE ENGLISH SKILLS

Lesson Format

The text contains eleven chapters with different functional topics. Each chapter includes:

1. Objectives--explanation of what will be presented.
2. Vocabulary--definitions of new and unfamiliar words.
3. Practice activities--exercises dealing with reading, writing, vocabulary, and reference skills.
4. Check your understanding--comprehensive review questions.

The teacher's guide includes a scope and sequence chart, objectives and suggested activities for each chapter, and an answer key to all exercises.

Content: Situational/Functional

Situations and functions are those which are needed in everyday life:

1. Reading labels
2. Following directions
3. Reading newspapers
4. Reading critically--advertisements, etc.
5. Understanding legal documents--agreements, contracts, etc.
6. Writing letters/consumer complaints
7. Getting a job--resumes, applications, interviews
8. Filling out forms/applications
9. Reference skills--library, dictionary, indexes
10. Using directories
11. Special reading skills--signs, maps, charts, schedules, etc.
12. Basic writing

Overall Evaluation Rating: 4

This book is a good upper intermediate-lower advanced text which is full of situations which are relevant to the ESL student. It focuses on reading, writing, and communication skills. The topics presented are useful for everyday life. The variety of forms and the photographic reproductions of ads help break up the format of the book into a more varied and interesting presentation. The teacher's guide contains little information or suggestions for teaching the lessons, although not a great deal is needed.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
CLEAR SPEECH: PRONUNCIATION AND LISTENING COMPPREHENSION IN AMERICAN ENGLISH (Cambridge Univ. Press 1984)																		
Text	A	25	25	5	5	-	40	-	I-A	50	Y	G	O	-	4	5	5	4
Teacher's Manual		Not available for review																
Cassettes	-	50	-	-	-	-	50	-	I-A	50	Y	G	O	-	3	5	5	4
A CLOSER LOOK: AN ESOL GRAMMAR WORKTEST (Addison-Wesley Publishing Co., 1984)	A	-	-	30	20	10	-	40	I	100	Y	G	O	-	4	1	4	3
COMMUNICATION FOR TODAY (Steck-Vaughn Co., 1987)																		
Workbook One	S	10	30	20	15	15	5	5	I	30	Y	S	E	-	4	1	5	5
Workbook Two	S	10	30	20	15	15	5	5	I	30	Y	S	E	-	4	1	5	5
Workbook Three	S	10	30	20	15	15	5	5	I	30	Y	S	E	-	4	1	5	5
Workbook Four	S	10	30	20	15	15	5	5	I	30	Y	S	E	-	4	1	5	5
Workbook Five	S	10	30	20	15	15	5	5	I	30	Y	S	E	-	4	1	5	5
COMMUNICATION GAMES FOR ENGLISH (Chinkapin Press, 1981)	S	20	30	10	-	10	10	20	I	18	Y	GS	E	-	4	4	5	4

CLEAR SPEECH: Pronunciation and Listening Comprehension in American English

Lesson Format

The book begins with an explanation of symbols used in the text. A listening test to determine pronunciation problems of students then follows. Individual units strengthen listening and pronunciation skills and include the following types of exercises:

1. Listening exercises--students listen to a cassette tape and analyze demonstrated correct pronunciation of words including stress, intonation, and pitch. Students practice duplicating the language as spoken on the tape.
2. Fill-in exercises--students listen to a cassette tape and fill in missing words from the context of a brief sentence or phrase.
3. Reading exercises--students are given a brief passage to read. A second passage with similar words but a different meaning is presented for comparison and discussion of differences in meanings of words.

Content: Subject matter

1. Word units--stress (pitch, length, clarity), stress patterns, English rhythm.
2. Thought units--reductions, emphasis pattern, sentence focus, questions, thought groups.
3. Clarity of sounds--voicing, syllable length, stops and continuants, aspiration, linking words.
4. Listening--listening accuracy, hearing numbers, getting essential information, comprehension, pronunciation achievement factors, thought group markers, techniques for oral presentation.
5. Clear speech--dictation, oral report, problem sound contrasts: vowels and consonants.

Overall Evaluation Rating: 3

The text provides students with adequate pronunciation and listening comprehension practice and appears to provide good practice for TOEFL students. The cassette tapes also provide good practice exercises and are compatible with the text. the Clear Listening Test is also on tape. The material was extensively field tested in five countries at twelve institutions. The author states that pronunciation and listening comprehension need not be considered "stepsisters" of grammar and vocabulary and that she has measured the technical needs of these two areas, selected what is required, and presented them in nontechnical terms. To this end, it appears that the author has succeeded. The book is not dull or confusing, and the exercises serve the purpose for which they were intended.

A CLOSER LOOK, AN ESOL GRAMMAR WORKTEXT

Lesson Format

Each of the eight units presents a grammar concept. A typical lesson contains:

1. Presentation (of the concept)
2. Practice (various oral exercises)
3. Check (various written exercises)

Many lessons have more than one Practice and Check section. Each grammar concept is introduced only briefly, and no real grammar rules appear.

Content: Grammatical

The grammatical structures presented are:

1. Indefinite articles
2. Definite articles
3. Nouns
4. Pronouns
5. Adjectives
6. Adverbs
7. Verbs
8. Prepositions

Overall Evaluation Rating: 3

This is an average grammar supplement for the English language learner needing additional practice on one or more points of grammar. The author states that the material is presented in two ways:

1. "This is how it is" without further explanation of grammar rules, and
2. An explanation of what happens with the language and why some changes must be made to make the language work.

The author also states that this is an individualized text which need not be covered in its entirety. However, if a learner proceeds to review the material for self-study purposes, no answer key is given for the learner to evaluate progress.

One evaluator feels that the grammar concepts are presented at a cognitive level beyond the intermediate ESL level for which the material was intended.

COMMUNICATION FOR TODAY

Lesson format

Each of the five workbooks is divided into units, three in Book One and seven in each of the others. Each unit has a different topic. The units consist entirely of exercises such as the following:

1. Book One--matching, answering questions, identifying items in pictures, choosing the correct word, identifying letters.
2. Books 2 to 5--discussion topics, reading selections, discussion of reading selections, crossword puzzles, writing, reading aloud, filling in blanks, circle the correct word, finding errors, writing a personal history, identifying sounds.

Each volume has two pages of notes on how to teach the parts of each unit in that volume and an answer key to the exercises.

Content: Situational

Book One deals with sound-grapheme correspondence and identifying letters in words and words in sentences. Books Two through Five cover a variety of survival topics. Examples are: managing money, using leisure time, understanding self and others, rearing children, using prison time wisely, job satisfaction, learning to read, overcoming shyness, remembering the old country, selecting a satisfying job, etc. Exercises provide practice in phonics, oral reading, grammatical topics (e.g. suffixes, plurals, irregular verbs), conversation and writing.

Overall Evaluation Rating: 5

These books seem to be intended for a student who already knows a little spoken English but has very little writing or reading ability. Book One begins with letter identification (very basic) but the sentence structure used assumes student familiarity with the form of WH-questions, dependent clauses and a variety of prepositional phrases (upper beginning or intermediate). The variety of exercises--many with drawings--is good. Book One gets the student onto a solid enough literacy footing to use the subsequent volumes; this is excellent because it deals effectively with the problem of a semi-illiterate in a class of literate students. The choice of topics is relevant to many ESL students--including a few who are rarely addressed in many books (such as prisoners). The use of symbols, as well as words, for instructions helps the student who may not fully understand the verbal instructions. The series is intended as a follow-up to the series Reading For Today.

COMMUNICATION GAMES FOR ENGLISH

Lesson Format

This is a book of twelve games most of which have several variations. The games consist of two distinct phases:

1. Introduction--present rules, actions, grammatical features, and vocabulary of game followed by class discussion and interaction (practice playing the game).
2. Playing the game--play games in small groups with teacher as participant, referee, and resource person with each group.

The beginning of the book has general notes about the games and suggestions to the teacher.

Content: Grammatical/Situational

All games are intended for oral interaction among students in a classroom, generally in pairs or small groups. Grammatical structures are introduced through different game situations, such as:

1. Pointing to objects (or an object) on a table and asking what it is.
2. A player from one team establishes a scene by giving two characteristics. Players on the other team give commands for actions to be pantomimed in that scene.
3. Pointing to parts of one's body in response to commands by other students.
4. While one player closes his eyes another rearranges objects on a table; the first then must state what has changed.

Complexity of the games and content increases by such means as: beginning with pairs and working up to teams; adding more objects, commands or questions; or by increasing the number of steps.

Overall Evaluation Rating: 4

In an otherwise teacher-oriented classroom, these games would add a lot of variety and interest. They do in fact get students to use English spontaneously among themselves, albeit within tightly controlled constraints. It may break down their resistance to using English outside the classroom. The games are generally very simple and obvious which makes them more likely to be successful. Instructions can be minimal and a teacher can create new variations. Few props and no special equipment are needed. The games are flexible enough that a shy student can be involved in part of the game without actually participating. The gradual increase in complexity through variations gives each game appeal to a greater range of students and a longer and greater interest among any single group. The layout of pages makes the book especially easy to use, and the notes to the teacher, while short, are useful.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
COMMUNICATION SKILLBOOKS (National Textbook Co., 1980, 1985)																		
Skillbook 1	G	5	5	15	10	15	10	40	B	160	Y	S	O	-	4	1	5	3
Skillbook 2	G	5	5	15	10	15	10	40	B	160	Y	S	O	-	4	1	5	3
Skillbook 3	G	5	5	15	10	20	5	40	I	160	Y	S	O	-	4	1	5	3
COMMUNICATION STARTERS (Alemany Press, 1977)	G	20	20	15	5	30	5	5	B-I	80+	Y	S	E	-	4	3	5	4
A CONVERSATION BOOK: ENGLISH IN EVERYDAY LIFE (Prentice Hall, 1986)																		
Book I	S	15	40	10	15	20	-	-	B	70	Y	S	NA	-	4	2	5	4
Book II	S	15	40	10	15	20	-	-	I	70	Y	S	NA	-	4	2	5	4
CONVERSATION INSPIRATIONS FOR ESL (Pro Lingua Assoc., 1986)	S	30	50	-	-	10	5	5	B-A		Y	S	O	-	4	1	4	4
COPING IN ENGLISH: BEYOND THE BASICS (Prentice Hall, 1985)																		
Student Textbook	A	20	20	15	15	10	5	15	IA	85	Y	FS	E	-	4	3	5	4
Teacher's Manual		Not available for review.																
Cassette		Not available for review.																

COMMUNICATION SKILLBOOKS

Lesson Format

Book 1 contains 20 lessons; books 2 and 3 contain 10 lessons each. Each lesson begins with a picture and related vocabulary list or reading selection; one to three grammatical notes, each followed by a related exercise; spelling and writing hints (Book 1 only); a puzzle, such as crossword, find the word or answer the question; writing practice/exercises (Books 2 and 3 only); vocabulary practice (Books 2 and 3 only); and "community activities" in which the student is assigned an activity outside the classroom but relevant to the lesson (Books 2 and 3 only). Each lesson has as its topic a real-life situation.

Content: Situational

Each lesson has as its topic a single real-life situation, e.g.: clothing, food, the family, the community, daily schedules, transportation, holidays, credit, following directions, renting an apartment, traffic signs, income tax, shapes, sizes and quantities, job applications, and medical terms.

Overall Evaluation Rating: 3

This series is intended as a supplement to the Orientation in American English series. Overall, it is good as a supplement but not if used independently. It is well written, and the focus on survival skills is good. Since this is a supplemental series, teachers may wish students to work with it independently; for this purpose, the students should be able to check their answers to the exercises and puzzles by themselves, but no answer key is supplied so they must depend on the teacher to check answers. Book 1 contains a section on learning to write, which may be unnecessary for students already literate in a language using the Roman alphabet.

COMMUNICATION - STARTERS

Lesson Format

This is an activity book for teachers. The activities are presented in various formats, such as:

1. Step-by-step "how to" instructions.
2. General descriptions and suggestions to be developed by the teacher.
3. Map and picture exercises intended for duplication.

It is suggested that the teacher be the judge as to whether an activity is appropriate to the level and needs of the class.

Content: Situational

Situational content is as follows:

1. Races and relays--vocabulary
2. Bingo--letters, numbers, vocabulary
3. Chain activities
4. Interviews and opinion polls
5. Roleplay--shopping, post office, restaurant, etc.
6. Journals--writing activities
7. Maps
8. Tell-me-how activities
9. Picture stories
10. Spelling, reading, and writing
11. Holidays
12. Special touches

Overall Evaluation Rating: 4

This book is very effective because the games can be designed at the appropriate level. The manual is designed for a three-ring notebook so that teachers can insert materials in the proper places. Students have different weaknesses so not all games would be needed with each group. The games are not childish; adults would enjoy them as a change of pace and to reinforce classroom instruction.

A CONVERSATION BOOK: English in Everyday Life

Lesson Format

Lesson activities are all designed around an illustration and a question to stimulate conversation and cross-cultural communication. Lessons are student centered through the sharing of thoughts and experiences and include a variety of oral and written exercises, such as:

1. Introduction of new vocabulary with illustrations.
2. Question/answer--teacher and students.
3. Reading together.
4. Group and circle dialog, conversation.
5. Partner dialog.
6. Writing--fill-ins using new vocabulary.
7. Games--puzzles, group games, TPR activities, crossword puzzles, etc., using new vocabulary.

Content: Situational

The situations and topics are:

Book I

1 All about you
2. You and your family
3. Homes
4. Days, dates, weather
5. Shopping
6. Your community
7. Jobs
8. Health
9. Leisure
10. Appendix (measures, holidays, maps, American songs etc.)

Book II

1. Communicating (greetings introductions, etc.)
2. Family life
3. Housing
4. Employment
5. Transportation/travel
6. Health care
7. Consumer information
8. Values clarification
9. Appendix (map, the human body, communication, the home)

Overall Evaluation Rating: 4

This book is designed to generate student-centered conversations and build core vocabulary. The exercises are excellent for stimulating conversation and discussion on real-life experiences, and flexible enough to use in groups of various sizes and abilities. One evaluator felt that this material could be used effectively with non-literates also but that some might find a few of the exercises somewhat intimidating. There is good situational realism and insight into American culture. No effort is made in the material to teach correct pronunciation, nor are any grammar rules presented. In addition to attractive and effective black and white illustrations (with a dash of humor), a few relevant photographs are also presented.

CONVERSATION INSPIRATIONS FOR ESL

Lesson Format

Students are divided into groups from as few as two to approximately six. A topic is presented on an index card, and a three to five minute discussion on the topic is held by one of the groups while the rest of the class monitors the conversation for mistakes. Mistakes are then identified and corrected. A general discussion and a written assignment may follow on one or more of the topics. The teacher guides the groups and may introduce new vocabulary words or explain situational content.

Content: Situational

Approximately 1200 topics are grouped into six types of games:

1. Role plays
2. Interviews
3. Chain stories
4. Talks
5. Problems
6. Discussions.

The variety of topics in each area varies widely and includes, among a great many others, advice, complaints, emotion, greetings, roommates, travel, laughter, minorities, personal values, stories, comparisons, what if, superstitions, health, your native country, television, politics, dating, etc.

Overall Evaluation Rating: 4

This supplemental text is geared to students at all levels, and appropriate topics may be selected for a particular ESL group based the language proficiency of the group. Topics are current. No grammatical rules are included; however, through the monitored conversations students can help each other correct their spoken English. Many opportunities for developing dialog are presented which can be used by the teacher to fit the needs of a particular group. The number of hours of instruction is infinite because the list of topics for conversation is actually endless.

COPING IN ENGLISH: Beyond the Basics

Lesson Format

The format of the 35 lessons varies, but typically includes:

1. A prelistening exercise.
2. A listening exercise (on tape) or a reading selection.
3. A written exercise based on the listening exercise.
4. A grammatical exercise based on the tape.
5. A grammatical exercise based on certain structures.
6. Discussion exercises and activities based on the listening exercises.
7. Vocabulary and structure exercises.
8. Writing assignments.

The text includes teacher's notes at the beginning and scripts of the taped dialogs at the end.

Content: Functional/Situational

Functions of language are presented through situations and topics of general academic and social interest and include:

1. Reacting to news
2. Making complaints
3. Giving/getting advice
4. Comparing/contrasting
5. Making excuses/apologies
6. Making small talk
7. Carrying on a debate
8. Advertising
9. Alternate lifestyles
10. Child custody
11. Personality types
12. Career choices

Overall Evaluation Rating: 4

This book is intended for high school students or young adults who are fairly well educated. The topics covered include some with immediate relevance to everyday life and also some on issues of major national interest. There is variety in lesson format and types of exercises. Such topics as carrying on a debate and career choice would be of interest to young, academically oriented students but not necessarily to the older or non-academically oriented student. The four major language skills and other subskills are incorporated in all lessons. There is generally one illustration (line-drawing) per lesson; these mostly show youthful individuals in settings of interest to high-school and college students. The material is appropriate for the level for which it is intended--upper intermediate to lower advanced. The "To the Teacher" section at the front of the student text includes general information about the text and instructions on how to use it, which are simple and explicit enough that a teacher with little training or experience can easily use it. The cassettes contain 27 dialogues the scripts of which are found in the Appendix of the text.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
CRITICAL THINKING: READING, THINKING, AND REASONING SKILLS (Steck-Vaughn Co., 1987)																		
1. Orange level		Not available for review.																
2. Blue level		Not available for review.																
3. Violet level		Not available for review.																
4. Red level	A	30	-	40	-	10	20	-	B	70	Y	F	E	-	4	2	4	2
5. Gray level	A	30	-	40	-	10	20	-	B	70	Y	F	E	-	4	2	4	2
6. Green level		Not available for review.																
DEVELOPING EVERYDAY READING SKILLS (Educational Design Inc., 1984, 1987)																		
Book One	S	-	-	70	-	30	-	-	B	36	Y	SF	LEA	-	4	1	5	3
Book Two	S	-	-	70	-	30	-	-	I	36	Y	SF	LEA	-	4	1	5	3

CRITICAL THINKING: Reading, Thinking and Reasoning Skills

Lesson Format

The lessons in each of the six units are designed around Bloom's Taxonomy, and each lesson contains the following five steps:

1. Define the skills--discuss the meaning of classifying and grouping ideas, objects, or people according to things they have in common.
2. Identify the steps--explain the steps to follow, look at the items and sort them; assign categories.
3. Demonstrate the skill--ask students to watch and listen as a group of items is classified following steps identified.
4. Practice the skill--let students have an opportunity to practice classifying.
5. Provide feedback--have pupils correct and discuss their answers.

Content: Functional

The stated philosophy of this program is to teach students to think critically in order to help them make better use of content material. The functions contained in the scope and sequence are:

1. Knowing
2. Understanding
3. Applying
4. Analyzing
5. Synthesizing
6. Evaluating

Critical thinking skills have been correlated to the following content areas:

1. Reading
2. Language Arts
3. Social Studies
4. Science
5. Math

Overall Evaluation Rating: 2

Although the material presents good step-by-step instructions for developing critical thinking skills, it does not appear to address the basic language skill needs of the adult ESL learner. The content of the material appears to have been designed for the more youthful learner and would probably not appeal to adults. Because of this it is rated below average for the adult ESL learner.

DEVELOPING EVERYDAY READING SKILLS

Lesson Format

Each of the two volumes consists of 30 lessons, divided into 10 levels of slightly increasing difficulty. There is a review lesson after every five lessons. Each lesson has a different topic and consists of a series of six to fifteen questions each followed by two answers, one of which is correct. The student must try to choose the correct answer. Many questions are illustrated by drawings. The topics are different in the two volumes, each volume having ten different topics, each covered three times, one at each of three levels of difficulty.

Content: Situational/Functional

The exercises deal with situations and needs in everyday life:

1. The workplace
2. Shopping
3. Repairs
4. Reading instructions with illustrations
5. Reading labels and diagrams
6. Reasoning from what you read
7. Making decisions from what you read
8. Vocabulary of the work world
9. Reading signs
10. Following instructions

Overall Evaluation Rating: 3

These books have good illustrations and clear, uncluttered page formats. The topics are very practical and the questions refer to situations that are important in everyday life. Successful answers to the questions expose the student to a large body of vocabulary and phraseology used in the workplace. The questions require the student to read carefully and really understand the questions. A teacher could easily make up other questions based on them. However, the books seem to have limited use. Successful answers to many of the questions seem to hinge on knowledge of an idiom or word; once the student discovers the meaning (often difficult or impossible from the limited context), the question can be answered. But without follow-up, the student is likely to immediately forget the new idiom or word after going to the next question. The teacher could provide follow-up outside the book, but it would probably be easier to get a different book. The book might be useful as a supplemental, challenging, test-like teaching tool for students who already know most of the vocabulary but need practice in reading for meaning.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
DISCOVER AMERICA SERIES																		
(National Textbook Co., 1981)																		
Discover New York	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover Chicago	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover California	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover Florida	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover Washington DC	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover New England	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover Hawaii	G	-	-	80	-	10	10	-	I		Y	S	O	-	4	1	4	3
Discover Texas		Not available for review.																
EDGE ON ENGLISH: ALL SPELLED OUT																		
(Contemporary Books, 1986)																		
Book A	A	5	5	15	50	10	5	10	A	26	Y	G	O	4	4	1	5	3
Book B	A	5	5	15	50	10	5	10	A	36	Y	G	O	4	4	1	5	3
Book C	A	5	5	15	50	10	5	10	A	40	Y	G	O	4	4	1	5	3
Book D	A	5	5	15	50	10	5	10	A	40	Y	G	O	4	4	1	5	3
EFFECTIVE WRITING, WRITING SKILLS FOR INTERMEDIATE STUDENTS OF AMERICAN ENGLISH																		
(Cambridge Univ. Press, 1987)																		
Student's Book	A	-	10	20	50	10	-	10	I	50	Y	F	E	-	4	1	4	4
Teacher's Manual	A								I					5	4			5

DISCOVER AMERICA SERIES

Lesson Format

The format of the series is as follows:

1. Each book is divided into about 28 short reading passages designed around a geographic area of the U.S.
2. Four to six brief questions are presented at the end of each reading passage based on the passage.
3. Additional activities are suggested at the end of each book for further comprehension.

Content: Situational

Each book covers the region of the U.S. indicated in its title with regard to: social customs, history, geography, food, business, agriculture, and other items of regional interest.

Overall Evaluation Rating: 3

This material is an average informational social studies/ geography instructional series that would be useful for a new American, particularly if that individual would soon be living in or visiting the area studied. It provides useful cultural information including vocabulary words unique to a region; however, it contains very little to help the ESL student in improving language skills beyond the vocabulary introduced with regard to geography and social studies. This could be used as a self-study course.

EDGE ON ENGLISH: All Spelled Out

Lesson Format

A typical lesson in each book begins with a sentence or sample word list followed by one or more exercises from which students discover the spelling pattern. Practice is then provided through drills and activities, such as:

1. Say-copy-check
2. Spelling correction
3. Word games
4. Sentence and paragraph writing
5. Proofreading

Review exercises and word games are found at various points in the books. Each book begins with notes to the instructor and to the student. Books C an D include a diagnostic test with answer keys. All books include an answer key to the exercises; Books C and D provide a list of 500 commonly misspelled words.

Content: Grammatical

The texts include topics such as: short vowels and the environments in which they occur, discrimination of easily confused sounds (pen and pin), diphthongs, useful words, pronouns, possessives, days and months, double consonants, plurals, reduced vowels, and irregular past tenses.

Overall Evaluation Rating: 3

This is a good spelling series. It seems to be intended more for native speakers who have trouble spelling than for ESL students, although the latter can use it effectively. Explanations are written at a high level of English that only advanced ESL students could understand. Most ESL teachers would not want to use this book, despite the fact that it is very well done, because it might crowd out other skills like listening comprehension, grammar, reading, writing, and other activities usually found in an ESL text. However, for a high-level, specialized ESL class, it might be a good choice. The book assumes knowledge of the pronunciation of the vocabulary which is sometimes quite advanced. For the purpose of learning to spell, the exercises are very appropriate within the above constraints.

EFFECTIVE WRITING, Writing skills for intermediate students of American English

Lesson Format

Each chapter contains a different combination of written exercises and activities. All fall into 11 basic categories:

1. Organizing ideas--placing sentences or paragraphs in correct order.
2. Relating ideas--linking words and phrases.
3. Showing attitude--supplying the correct word by choosing a word from a list.
4. Using reporting words--focusing the use of command words.
5. Writing first and last sentences/paragraphs--choosing the best answer from a list, making up a suitable answer, or writing the ending of an incomplete text.
6. Selecting and ordering information--selecting relevant information.
7. Comparing texts--comparing two passages on the same subject.
8. Writing text based on a conversation or visual information--using a model text, a map, chart, etc.,as a reference.
9. Adding examples and details; debating issues--students must add details to an example and defend what they say.
10. Punctuating--covers main punctuation marks.
11. Practice writing--topics are given for essay writing.

Each lesson emphasizes what, why, how, and which with regard to the lesson plan.

Content: Functional

The eight chapters are organized around the following writing functions:

1. Formal and informal letters
2. Writing a story
3. Reports
4. Articles
5. Instructions
6. Business letters and memos
7. Stating an opinion I
8. Stating an opinion II

Overall Evaluation Rating: 4

This is an above average text for advanced intermediate learners. It is well organized and contains short lessons which can stand alone or be used to supplement other work. The Teacher's Guide is good and provides very detailed instructions on each lesson that even a beginning ESL teacher could follow nicely. The functions covered in the writing exercises are also very useful to the advanced intermediate ESL student. The authors suggest that much of this material be covered in groups rather than individually.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
88 PASSAGES TO READING COMPREHENSION																		
(College Skills Center, 1984) Student Book	A	5	5	75	-	15	-	-	I	50	Y	F	LEA	-	4	4	5	3
Vocabulary Workbook	A	25	-	25	25	25	-	-	I	30	Y	F	E	-	4			3
Teacher's Guides:																		
Student Book	A								I					4	4			4
Vocabulary Workbook	A								I					4	4			4
Cassette Tapes		Not available for review.																
ENGLISH ACROSS CURRICULUM: PREPARING FOR OTHER SUBJECTS IN ENGLISH																		
(National Textbook Co., 1984) Book 1	A	10	10	15	10	40	5	10	B	60	Y	S	E	-	4	1	5	4
Book 2	A	10	10	20	30	15	5	10	I	60	Y	SF	E	-	4	1	5	4
Book 3	A	10	15	20	30	10	5	10	A	60	Y	SF	E	-	4	1	5	4
Teacher's Manual	A								B-A					5	4			4

88 PASSAGES TO READING COMPREHENSION

Lesson Format

The lessons in the text follow the same format:

1. Students are asked to read the passage in order to determine the main thought.
2. The passage is discussed as a group, and students are asked to note details which support their ideas. These passages increase in length and word difficulty as students progress through the material.
3. Students then answer six questions designed around the reading, and the answers are discussed with the class as a whole.

Questions consistently follow the same format:

A. Subject matter
B. Generalization
C. Detail
D. Significance
E. Conclusion
F. Vocabulary in context

The vocabulary workbook contains 15 lessons designed around vocabulary concepts introduced in the readings. After each lesson, a brief quiz is given. Exercises vary in format from fill-ins to crossword puzzles.

Content: Subject Matter

These reading passages deal with such topics a history, science, sociology, and short fictional stories.

Overall Evaluation Rating: 3

This material is average to above average in developing general reading comprehension, but it offers no instruction for the ESL learner in the form of clarification of usage or cultural notes. It could be used if working with a group of ESL learners who possess basic language skills but have weak comprehension skills both in their native language and in English.

ENGLISH ACROSS THE CURRICULUM: Preparing for Other Subjects in English

Lesson Format

Book 1 is a basic approach to learning for ESL students. The emphasis is on introducing new vocabulary for each content area. Each lesson begins with, "What words do you know in (subject) ?" followed by a variety of exercises including oral practice, fill-ins and matching.
Book 2 deals with skills necessary to do research, including sources of information, parts of a book, etc. Each lesson begins with a directed question. Grammatical structures and vocabulary are acquired through various types of brief exercises including fill-ins, correct order, brief written exercises.
Book 3 articulates language arts with mathematics and the understanding of relationships. Exercises deal with homonyms, homophones, synonyms, and antonyms. The book also contains reading skills exercises such as synthesizing and predicting outcomes.

Content: Situational/Functional

Book 1
1. Classroom direction
2. Subject names
3. Social studies
4. Math
5. The outline/summary
6. English
7. Shop/home economics
8. Art/music

Book 2
1. Alphabetical order
2. The library/dictionary
3. Table of contents/index
4. Test taking/writing reports

Book 2, cont
5. The outline/summary
6. Reading faster
7. Studying
8. Categorizing

Book 3
1. Using a dictionary
2. Understanding relationships
3. Putting facts together
4. Predicting
5. Facts and opinions
6. Cause and effect
7. Hidden meaning
8. Schedules/diagrams

Overall Evaluation Rating: 4

This material presents basic school vocabulary in social studies, science, math, and language arts, and provides practice lessons in basic skills needed in the academic setting. One evaluator felt that one potential weakness of the materials is that the student book contains only a few exercises in each lesson, although the teacher's manual contains some reinforcement exercises. An additional weakness noted was the lack of oral practice. The material progresses in difficulty within each book and from book to book. The teacher's guide includes some tests and explicit instructions for teaching and evaluating. The content of the material would be appealing to the adult ESL learner.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH AS A SECOND LANGUAGE: A NEW APPROACH FOR THE 21st CENTURY (Delta Systems, 1983)																		
Student Worksheets																		
Lessons 1 - 20	S	20	20	10	10	15	20	5	B	40	Y	S	A		4	5	5	4
Lessons 21 - 40	S	20	20	10	10	15	20	5	B	40	Y	S	A		4	5	5	4
Teacher's Guide	S								B					5	4			4
Spanish Supplement			50	50														
Transparency Masters			60			20	20											
ENGLISH FOR ADULT COMPETENCY (Prentice Hall, Inc., 1981)																		
Book I	S	30	30	10	10	20	-	-	B	100	Y	S	A	-	4	4	5	3
Book II	S	30	30	10	10	20	-	-	B	100	Y	S	A	-	4	4	5	3
ENGLISH IN ACTION (Prentice Hall Regents, 1960)	S	15	30	20	10	10	-	15	B	50	Y	GS	A	-	3	1	4	2
ENGLISH PRONUNCIATION, EXERCISES IN SOUND SEGMENTS, INTONATION AND RHYTHM (University of Michigan Press, 1958)	A	40	-	-	-	-	60	-	I	150	Y	G	A	-	3	5	5	4

ENGLISH AS A SECOND LANGUAGE, A New Approach for the 21st Century

Lesson Format

Each lesson in this series follows the same format:

1. Objective--clearly stated for each lesson.
2. Listening comprehension--drill pictures (from transparencies) are displayed for oral practice purposes.
3. Practice--in various formats (both written and oral) including dialogue practice, reading, writing, controlled conversation.

   All are found in each lesson in varying orders.

Every fifth lesson contains a review of the structures presented in the previous four lessons.

Cultural notes for the teacher appear in the teacher's manual for each lesson for Chinese, Japanese, Spanish, Korean, and Filipino students in order to explain cultural responses to situations (such as informal introductions, conversations using a first name, etc.).

Content: Situational

Authentic situations provide the framework for the structural elements, which are logically sequenced to help develop oral communication skills. This survival material is organized around 40 lessons covering a variety of subjects, including food, travel, money (shopping and paying bills), automobiles, health, employment, time, and clothing. Constant audiolingual communication exercises are emphasized.

Overall Evaluation Rating: 4

The lessons are structured with an emphasis on dialogue for the beginning ESL student. The visual materials are good and aid the teacher in developing vocabulary and pronunciation skills. Cultural notes provide excellent information for the teacher to develop an understanding of the cultural approaches many of the students have to a situation.

The cultual notes in the first language provide an exact translation of the dialogue for additional reinforcement of comprehension.

ENGLISH FOR ADULT COMPETENCY

Lesson Format

A typical lesson begins with a short dialog, an informational, or an instuctional paragraph. This is followed by various exercises (mostly involving dialog) designed around the topic. Dialog practice is emphasized throughout the material using a variety of conversational drills; grammatical explanations have been avoided.

Numerous illustrations also appear in each lesson, and the instructor is encouraged to supplement these with additional photographs or actual objects. There are a few written exercises which consist mostly of fill-ins based on dialog previously practiced. A pre-post assessment is included in order to help determine whether the student begins with Book I or Book II.

Content: Situational

Book I is intended for students with weak oral language patterns. Book II is designed for students with the equivalent of one year of instruction or active practice in English. Both cover the same nine units:

1. Identification and communication
2. Food and money
3. Health care
4. Transportation
5. Housing
6. Clothing and fabrics
7. Looking for a job
8. Banking and postal services
9. Community resources

Overall Evaluation Rating: 3

This material is slightly above average for the ESL learner who is interested in improving conversation skills more than reading or writing competencies. Book II does emphasize written communication more than Book I, but because of the repetitive nature of the material in Books I and II, it is not recommended that a student progress from Book I to Book II. The practice dialogs are good for helping assure that the learner has an understanding of what is being said and is not just parroting what has been heard.

ENGLISH IN ACTION

Lesson Format

The authors state that they emphasize the "direct method" of teaching in this book with the student speaking and using only English from the very first lesson. Extensive oral drills are suggested. A typical lesson includes the following parts:

1. Vocabulary through pictures--approximately six to ten new words or concepts are introduced in each lesson.
2. Grammar in action (appears in about one-half of the lessons as step 2)--introduces a grammar concept but contains no exercises. A very brief grammar rule with regard to the concept is presented.
3. Reading--follows vocabulary when there is no Grammar in Action section. A short narrative appears in which the new vocabulary words are introduced. Each word is both written out in the text and presented in the same picture form in which it was introduced.
4. Exercises--various fill-ins, changing of sentence form, changing of word tense, etc., with regard to the grammar concept.
5. Conversation--presented as "Answer These Questions." Very brief questions related to the situational content are presented, but they can all be answered without using the newly learned vocabulary.

Content: Grammatical

Quite a number of grammatical structures are introduced along with situational content. These include but are not limited to:

Grammar: indefinite article, the verb to be, plural form of this and these, possessive form, question form with auxiliary verbs, negative present tense, there is-there are, past tense question form, irregular verbs, adjectives--superlative form, etc.

Situations: the classroom, trades and professions--men, trades and professions--women, ordinal numbers, in the park, in the zoo, vegetables, telling time, the doctor pays a visit, etc.

Overall Evaluation Rating: 2

This is rated below average. The situational content does not address any one area well enough to provide adequate situational information but instead is used as a vehicle for presenting grammar. Each lesson begins with a grammar rule--quite a number of rules to learn. There is limited practice for each rule; supplementation may be necessary to assure mastery of the concept. The narrative relies heavily on illustrations for new vocabulary, and it may be hard to determine if the vocabulary has been learned from the limited number of exercises. This book is also available in an edition in which all grammar rules are stated in Spanish.

ENGLISH PRONUNCIATION, Exercises in Sound Segments, Intonation and Rhythm

Lesson Format

Each lesson begins with a listing of the pronunciations to be mastered in the lesson. The phonemic pronunciation of a variety of words is given to illustrate the lesson objective, and extensive oral practice follows. In many cases, an illustration of the correct placement of the tongue is included.

Content: Subject Matter

This material is an audio-lingual approach to formal pronunciation of English which was primarily designed for individuals with a background in Spanish. Emphasis on intonation, rhythm, and stress are included, and references are occasionally made to regional pronunciations of words.

Overall Evaluation Rating: 4

This is a very good pronunciation guide designed for the very serious ESL learner wishing to perfect pronunciation. However, it does not include any vocabulary, grammar, writing, or other exercises based on the pronounced words; illustrated words are rarely used in context. A teacher thoroughly trained in exact phonemic pronunciation would be required to interpret the pronunciations illustrated and to help correct improper speech. The lessons are routine and boring and would require total dedication on the part of the learner.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENGLISH STEP BY STEP WITH PICTURES (Prentice Hall, 1983)																		
Text	S	15	25	5	10	15	5	25	B-I	45	Y	GS	A	-	4	1	5	4
Workbook	S	-	-	20	20	30	-	30	B-I	45	Y	GS	A	-	4	1	5	4
ENGLISH STRESS AND INTONATION (FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE) (ELS Publications, 1961)	G	20	40	10	-	-	30	-	I-A	200	Y	G	O	1	4	1	5	3
ENGLISH THROUGH DRAMA: AN INTRODUCTION TO LANGUAGE-LEARNING ACTIVITIES (Alemany Press, 1981)	G	30	60	-	-	-	10	-	B-A	30	Y	S	O	-	4	5	5	4
ENGLISH WITH A SMILE (National Textbook Co., 1984)																		
Book 1	S	20	25	25	5	20	-	5	B	25	Y	S	E	-	4	2	5	3
Book 2	S	20	25	25	5	20	-	5	I	25	Y	S	E	-	4	2	5	3
Teacher's Manual 1&2	S								B-I					3	4			3
Cassette Tapes		Not available for review.																

ENGLISH STEP BY STEP WITH PICTURES

Lesson Format

The text contains 45 lessons and three review lessons. A typical lesson begins with a box or boxes containing an explanation of the grammatical points introduced in the lesson. New vocabulary and structures are then presented with a series of humorous illustrations and one or two-sentence examples. Additional practice exercises include: filling in blanks, answering questions, substitution, and transformation. Sample conjugations and a list of irregular verbs are found in the Appendix. The workbook contains one or two pages of exercises corresponding to each lesson in the text.

Content: Grammatical/Situational

Grammatical topics are introduced through situations and humorous illustrations. Examples of grammatical topics and situations are:

1. Questions and answers
2. Negative statements
3. Nouns/pronouns
4. Adjectives/adverbs
5. Present, past, future tenses
6. Present Perfect
7. Telling time
8. Eating
9. Buying clothes
10. House and furniture
11. Going to work/school
12. Occupations/seasons

Overall Evaluation Rating: 4

Within the scope of the audiolingual approach, the exercises are appropriate, the pictures are interesting and clear, and the colored background of the first two pages of a lesson is a clever and effective way to set off the presentation of the lesson topic from the exercises. The vocabulary and situations presented are very relevant to everyday life. The text of the grammatical explanations is beyond the ability of the average ESL student to read and understand; however, they are very short and the numerous pictures and examples make this a small liability. Although extension activities, dialogues, or discussion topics are included, the illustrations are very appropriate for stimulating classroom conversation. The answer key in the workbook provides students with immediate feedback for workbook exercises.

ENGLISH STRESS AND INTONATION: Students of English as a Second Language

Lesson Format

Lessons illustrate pitch through use of four horizontal lines, similar to lines on a music staff. Stress is illustrated through use of four dots of various sizes to indicate primary, secondary, tertiary, and weak stresses with these lines being placed appropriately on the horizontal pitch lines. Glides and transitions are illustrated by straight and curved lines. Pauses are indicated by vertical dotted lines (for example when punctuation is present in an illustrated phrase or sentence). Breaks are indicated by solid lines. Stress and pitch patterns are presented by groups in each lesson beginning with simple words of one syllable with a primary stress, advancing in later lessons to more complicated groups of words with more intricate patterns of stress. Forty-six sets of oral practice drills are included.

Content: Grammatical

Four major patterns of intonation and stress are presented:

1. Statement intonation
2. Question intonation
3. Continuation
4. List intonation

Five minor patterns which are variations of the above are also presented.

Definitions are not given for words used, and material is not presented in context.

Overall Evaluation Rating: 3

This is an average supplement, focusing on pronunciation using stress and intonation. It should be very beneficial to the intermediate or advanced ESL student. The student is provided with simple and easy instructions to follow. The illustrations of stress and pitch can be followed without benefit of an instructor being present. The material begins with very simple practice and progresses to more difficult word combinations. All pronunciation given is for formal English; no allowance is made for regional dialects, nor are dialects discussed. No alternate pronunciations are included.

ENGLISH THROUGH DRAMA: An Introduction to Language-learning Activities

Lesson Format

This text contains five chapters. Chapter One focuses on the history of drama in instruction and explains its benefits. Chapter Two presents excerpts from the writings of influential people in history regarding drama. Chapter Three explains the classroom activities and gives instructions on their implementation at the beginning, intermediate, and advanced level. Classroom activities are of two types:

1. Warm-ups--active experiences which get students to "behave" in the language.
2. Exercises--integrative experiences which focus on features of the language and language skills.

Chapter Four answers questions about this approach. Chapter Five includes sample test results (pre and post).

Content: Situational

The following elements of drama are combined to increase the student's conversational abilities:

1. Dramatic improvisations
2. Theater games
3. Body awareness
4. Stories
5. Plays
6. Poems
7. Cultural experiences
8. Fantasy

Overall evaluation Rating: 4

A large portion of the text is devoted to discussion on teaching English through drama and the benefits thereof. The exercises are appropriate for the intended focus. Some teachers might shy away from them because of unfamiliarity with drama, but in fact these exercises are less like drama than situations and games created in the classroom to get students to use English in conversation and goal-oriented tasks. Students would probably enjoy them, although those accustomed to traditional teaching with the teacher lecturing from the front of the room might have difficulty adjusting. The exercise descriptions are short and clear but must be read carefully to be sure that they are understood.

ENGLISH WITH A SMILE

Lesson Format

Each of the two books contains 20 lessons with the following format:

1. New vocabulary--new words are introduced, definitions are given, and then an example of each word used in a sentence is presented. Several exercises based on the vocabulary, designed to aid in comprehension, follow.
2. Narrative--a short story containing all of the vocabulary words introduced. Book 1 contains shorter and simpler narratives and vocabulary words than does Book 2.
3. Comprehension--various forms of exercises to determine comprehension of the story and the new words.
4. Test your grammar--additional exercises using the vocabulary words in ways not found in the story as a check for comprehension.

The teacher's manual suggests that extensive oral practice be done on the words, as a class, in large groups, in small groups, and in pairs.

Content: Situational

The narrative stories are built around common, daily activities of an individual of high school-college age (taking tests, boy-friends, part-time jobs, studying abroad).

Overall Evaluation Rating: 3

This is an above average reader for building vocabulary, but its main drawback is the narrow age group to which the content of the narratives would appeal--it is doubtful that they would interest the adult learner. The alphabetized vocabulary list at the end of each book shows a broad range of new words. The material would be best for building vocabulary and comprehension; however, words are often used in some of the exercises differently than they are originally presented (past tense, plural, etc.). No grammar rules are given, and a discussion of grammar is not included.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
ENTRY TO ENGLISH (Steck-Vaughn Co., 1982)																		
Book 1	S	15	15	25	25	10	10	-	B	30	N	S	O	-	5	1	5	4
Book 2	S	10	20	25	25	10	10	-	B	30	Y	S	O	-	5	1	5	4
Book 3	S	10	20	25	20	15	10	-	B	30	Y	S	O	-	5	1	5	4
Book 4	S	10	20	25	20	15	10	-	B	30	Y	S	O	-	5	1	5	4
Teacher's Ed. Book 1	S								B					4	5			4
Teacher's Ed. Book 2	S								B					4	5			4
Teacher's Ed. Book 3	S								B					4	5			4
Teacher's Ed. Book 4	S								B					4	5			4
THE ESL MISCELLANY (Pro Lingua Associates, 1984)	S	Will vary depending on lesson.							B-A	-	N	GFS	E	-	3	5	5	5
ESSENTIAL IDIOMS IN ENGLISH (Prentice Hall Regents, 1951-1971)	S	10	-	10	5	75	-	-	I-A	30	Y	S	E	-	4	1	5	3
EVERYDAY ENGLISH (Alemany Press, 1981)																		
Student Book 1	S	10	20	15	15	25	-	15	B	100	Y	S	E	-	4	4	4	4
Student Book 2A	S	10	20	15	15	25	-	15	B	100	Y	S	E	-	4	4	4	4
Student Book 2B	S	10	20	15	15	25	-	15	B	100	Y	S	E	-	4	4	4	4
Teacher's Guide Vol. 1	S								B					5	4			4
Teacher's Guide Vol. 2	S								B					5	4			4

ENTRY TO ENGLISH

Lesson Format

The four books consist of exercises which assume no literacy in any language. Exercises include tracing lines, matching, writing numbers and letters, dot-to-dot drawings, writing personal information, locating words, identifying a correct answer from a picture, recognizing sounds in dictated words, circling letters in words, multiple choice, repetition, copying, unscrambling. There is no division into lessons. Each book contains a brief overview, suggestions to the teacher, and extension activities.

Content: Situational

Skills are presented through everyday survival situations and topics, such as:

1. Alphabet/numbers
2. Personal information
3. Counting/using money
4. Emergencies
5. Signs/maps/schedules
6. Time/calendars
7. Places in the community
8. Medical terms
9. Health forms/doctor bills
10. Appointments
11. School
12. Job information

Overall Evaluation Rating: 4

This is an unusually good series for the nonliterate student who knows no English. The texts contain only vocabulary that students can read and understand. All instructions are in the teacher's edition only, so the teacher can choose the appropriate way to convey instructions to the students. This reduces student confusion and frustration. The lifeskills included are those that are genuinely essential to newly arrived immigrants (e.g., handling money). Students are taught to print only and are not introduced to cursive. Some teachers may find this book too easy for their students and may find that their students already have many of the skills. The comments to the teacher are good, although brief. The abundant use of pictures is appropriate for students at this level.

THE ESL MISCELLANY

Lesson Format

This resource handbook for ESL teachers was prepared as the result of a Peace Corps project. The suggested lesson plan for teaching any ESL lesson is:

1. What am I going to teach?
2. How am I going to teach it--which methodology will work best?
3. Who am I teaching--what are my students' needs and interests?
4. Where and When am I teaching, and how do the surroundings affect the lesson?
5. Why am I teaching this lesson?

Content: Subject Matter/Situational/Functional

The material is divided into:

1. Introduction--the lesson/learning plan.
2. The Linguistic Aspect--grammatical sequence and grammar checklists (22 lists provided).
3. The Communicative Aspect--checklist of ten situations, 53 topics, and four functions (ways in which language is used to send and receive messages).
4. The Cultural Aspect--checklists of 31 common denominators to any culture--immigration, geography, history, religions, sports, etc.
5. The Metalinguistic and Miscellaneous Aspect--fourteen checklists of signs and symbols, road signs, Roman numerals, punctuation, spelling, measurement, etc.
6. The Paralinguistic Aspect--international sign language for the deaf, the meanings of body gestures, etc.

Overall Evaluation Rating: 5

This is an excellent compendium of useful and interesting information for the ESL teacher to use as resource material in the development of lessons. It is fairly complete in its contents of checklists. The authors give permission for the teacher to reproduce them for use as needed in developing lessons, and they provide numerous possibilities to tailor instruction to the precise needs of the ESL student; they can be adapted to a variety of methodologies, learning styles, and competencies.

ESSENTIAL IDIOMS IN ENGLISH

Lesson Format

This text consists of 39 lessons, each of which includes the following:

1. A list of 12 idioms--gives the idiom, one or more synonyms, and several sentences illustrating the idiom's use.
2. An exercise of ten sentences using idioms--student underlines the correct idiom or chooses the correct synonym for the idioms.
3. A second exercise--student answers 14-15 questions using idioms.

Four review lessons enable the student to review all material by giving the synonym for an idiom, replacing a synonym with an idiom, making up sentences with idioms, filling in the blank, matching and multiple choice. Two appendices explain the book's treatment of two-word verbs and list all idioms included in the book in the order in which they appeared, along with their Spanish, French and German meanings.

Content: Situational

All the example sentences and those in the exercises throughout the book are in isolation, i.e., not embedded in a context. They deal with everyday situations and those in which one might easily use the idiom. Each is unrelated to other sentences in the text. Altogether, they refer to a huge range of human activity.

Overall Evaluation Rating: 3

The choice of idioms is excellent. The author has purposely excluded many colorful idioms of limited usefulness to the English learner and included many two-word verbs which, while perhaps not strictly idioms, are similar and are so heavily used as to need special attention. The exercises are well-designed and the variety in them staves off boredom. The cartoon illustrations are good and enliven the book. However, the book has three big drawbacks:

1. The idioms are illustrated in isolated sentences rather than embedded in a paragraph or--better--in a story. For a learner of English, a single sentence is not always adequate.
2. The exercises do not open out into situations where the students can try out the idioms in sentences that apply to their own lives. Rather, they are restricted to responding to the hypothetical situations in the exercise sentences.
3. The definitions, or synonyms, for the idioms are one word where possible and a phrase where necessary; sometimes the words and phrases are, perhaps necessarily, stilted and rather advanced for the students, and occasionally the phrasing is convoluted.

EVERYDAY ENGLISH
(Alemany Press)

Lesson Format

Each lesson begins with several short sentences or a brief conversational dialog. The activities in the student books progress in difficulty from Book 1 to Book 2B though all are still at the beginning level. Drill--repetition, substitution--and, if the instructor chooses, supplementary material provided in the teacher's manual are then used. It is suggested that when possible total physical response (TPR) instruction be followed through the use of photographs or actual hands-on experience. A number of very simple illustrations accompany each lesson. At the end of each unit, a Community Education Handout is included in the Teacher's Manual to provide additional community information.

Content: Situational

Material is introduced in ten independent cycles so the student can begin the instruction any time a new cycle is begun. The cycles increase in difficulty with more complex sentences and communications requirements appearing in student books 2A and 2B. Cycles are:

1. School
2. Employment
3. Post office
4. Health care
5. Telephone
6. Housing
7. Clothing
8. Foods
9. Transportation
10. Banking

Overall Evaluation Rating: 4

This is an above average system designed for the newly arrived immigrant with an immediate need for knowledge of a new community in addition to the need to know English. It allows the learner to enter at any time a new cycle is begun, and it provides very simple reading, writing, and verbal practice related to common situations. The looseleaf teacher's manual allows for insertion of relevant supplementary materials at the appropriate place.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
EVERYDAY ENGLISH (National Textbook Co., 1987)																		
Book 1	S	15	20	20	15	15	-	15	B	100	Y	S	E	-	4	4	4	4
Book 2	S	15	20	20	15	15	-	15	B	100	Y	S	E	-	4	4	4	4
Book 3	S	15	20	20	15	15	-	15	B	100	Y	S	E	-	4	4	4	4
Book 4	S	15	20	20	15	15	-	15	B	100	Y	S	E	-	4	4	4	4
Teacher's Manuals.																		
Book 1	S								B					4	4			4
Book 2	S								B					4	4			4
Books 3&4 (combined as one)	S								B					4	4			4
FAMILIES: 10 CARD GAMES FOR LANGUAGE LEARNERS (Pro Lingua Associates, 1986)	O	40	40	-	-	20	-	-	B-A	10	N	SF	NA	-	3	1	4	2
FOCUS ON COMPOSITION (Oxford University Press, 1978)	A	5	5	15	40	15	-	20	I-A	80	Y	F	E	O	4	4	5	3
FROM PICTURES TO PASSAGES: BUILDING SKILLS IN READING COMPREHENSION (Contemporary Books, Inc., 1984)	G	-	-	75	10	15	-	-	I-A	64	Y	S	O	-	4	1	4	3

EVERYDAY ENGLISH
(National Textbook Co.)

Lesson Format

A typical lesson begins with an informational section asking the student to study, read, identify, etc., something. Various types of exercises based on the introductory section follow--fill-ins, maps, matching, multiple choice, alphabetizing, sentence completion, some games. The author strongly urges that oral language skills be developed prior to advancing very far into the material.

Content: Situational

Book 1:
1. The calender
2. The body
3. Clothing
4. Health
5. The dentist
6. The drugstore

Book 2:
1. Time
2. The family
3. School
4. Money
5. Transportation
6. Looking for an apartment
7. Careers

Book 3:
1. Our community
2. Community helpers
3. Department stores
4. Small stores
5. Food
6. Animals

Book 4:
1. Feelings and emotions
2. After school
3. The library
4. Sports
5. The telephone
6. The newspaper
7. The United States-Holidays

Overall Evaluation Rating: 4

This material is rated above average. It does a good job of teaching basic English (grammar, vocabulary, and some punctuation with little emphasis on memorizing rules) along with presenting survival skill information to learners at the appropriate competency level. The teacher's manual very strongly emphasizes that students be asked to read only after oral skills are adequately developed, and the audio-lingual method is strongly emphasized as a method for much of this material. Repetition, substitution, replacement, conversion, chain, and cued-response drills are suggested for use at various times in order to maintain interest. Book 4 is only a little more advanced than Book 1 in required language skills.

FAMILIES: 10 card games for language learners

Lesson Format

The book presents 10 card games using a deck consisting of 40 cards. There are 10 different families represented, each with a mother, father, son, and daughter. Rules are included for 10 different game which provide motivation and structure for practicing creative and humorous conversation. An examples of one game is as follows. Cards are dealt to from 3 to 10 players who take turns asking for specific items, such as "woman in the black hat." The player questioned responds by asking, for example, what color the woman's shoes are or what time it is. The object of the game is to collect cards until a family group is complete. All the playing cards are cut out from the book.

Content: Situational/Functional

Situations and functions focus on the following features of the cards:

1. Color of hat
2. Color of shoes
3. Color of clothes
4. Facial expression
5. Object carried
6. Cost of object
7. Mode of transportation
8. Time
9. Initiating questions
10. Responding
11. Asking for information-yes-no
12. Asking for information-questions

Overall Evaluation Rating: 2

The natural approach allows the ESL student opportunities to practice dialog without help from or interruption by the teacher. One evaluator felt the game was reminiscent of "Old Maid" and, therefore, a little too juvenile to appeal to adults.

FOCUS ON COMPOSITION

Lesson Format

The text begins with a section for the teacher on how to use the book. It gives a description of a chapter and detailed procedures for working through it. A typical lesson contains:

1. Title page--identifies structures to be dealt with.
2. Introduction--discusses the type of writing to be done and relates the topic to real life situations.
3. Core composition--identifies the writing assignment based on a picture or passage, includes questions to stimulate discussion, and suggests a procedure for correcting the composition.
4. Syntactic structure--includes tasks, such as, short controlled compositions, guided compositions, close exercises, sentence combining, etc.
5. Rhetorical structure--includes tasks, such as, describing, explaining, reporting, etc.

Content: Functional

The functions addressed in the writing activities are:

1. Describing a scene/person
2. Describing a moment
3. Making/supporting a point
4. Comparing/contrasting
5. Explaining a process
6. Defining
7. Reporting
8. Speculating
9. Arguing/persuading

Overall Evaluation Rating: 3

This text is good in that it provides motivation for students to write by presenting an interesting visual stimulus or reading passage in each chapter. It also outlines a procedure for evaluating and correcting a composition. However, this book is not appropriate for the intended intermediate level ESL student. The cognitive level of the material is above the knowledge and ability of the intermediate level ESL student.

FROM PICTURES TO PASSAGES: Building Skills in Reading Comprehension

Lesson Format

This volume contains a reading skills preview, 14 units, a reading skills review, and list of needed words with definitions and example sentences. Each unit presents a different topic. A typical lesson presents the topic through a reading selection or pictures followed by several written exercises and an answer key to the exercises. The variety of unit topics produces a variety of exercise types, most being short-answer.

Content: Situational

Skills are taught through a variety of situations in the form of narratives or short fictional stories. Examples of the situations are:

1. Work/occupations
2. Savings account
3. Dealing with an apartment manager
4. Applying for a driver's license
5. Friends
6. Following a recipe
7. Similarities/differences
8. Being depressed

Overall Evaluation Rating: 3

This book provides practice in many skills involved in reading; however, some skills are not covered. The lessons are short and some teachers may feel that they do not give adequate practice in the skills presented. The skills covered are valuable and the exercises are basically well thought out. The ratio of reading to exercises may seem heavy on the side of exercises to some teachers. The level of English used in explanations is very high for many ESL students. For advanced, college-bound students, it may be OK.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
FROM READING TO WRITING: A RHETORIC AND READER (Little Brown & Co., 1987)																		
Student Book	A	5	10	25	35	10	-	15	A	150	Y	FS	LEA	-	4	4	4	3
Instructor's Manual	A								A					4	4			4
FUNCTIONS OF AMERICAN ENGLISH: COMMUNICATION ACTIVITIES FOR THE CLASSROOM (Cambridge University Press, 1985)																		
Student's Book	S	30	40	15	5	10	-	-	I-A	60	Y	F	O	-	4	1	5	4
Teacher's Manual	S								I-A					5	4			4
Cassette		30	40	5	-	15	10	-	I-A	2	Y	F	O	-	4	1	5	4
FUNDAMENTALS OF ENGLISH GRAMMAR (Prentice Hall, 1985)	A	15	15	10	10	5	5	40	I	75	Y	G	E	-	4	1	5	3
Teacher's Manual		Not available for review																
GENUINE ARTICLES AUTHENTIC READING TEXTS FOR INTERMEDIATE STUDENTS OF AMERICAN ENGLISH (Cambridge Univ. Press, 1986)																		
Student's Book	G	-	20	40	15	15	5	5	I	30	Y	F	E	-	4	0	5	3
Teacher's Manual	G								I					5	4			4

FROM READING TO WRITING: A Rhetoric and Reader

Lesson Format

Each lesson follows the format implied in the title with lessons progressing from reading to writing. Readings in the chapters vary in length, and there is no need to cover every reading in every chapter. The rhetorical approach begins with description and chronological development, progresses to organization, and follows with the modes most useful in developing ideas logically. Some stories are followed by several questions which can be answered either orally or in writing, and each chapter contains a glossary of words. The first chapter in the book begins with gathering and generating ideas, and the material progresses throughout the book to the final chapter which deals with the writing of a research paper.

Content: Situational/Functional

The text is arranged in thematic and rhetorical modes as follows:

1. About myself
2. The family
3. Education
4. Communication
5. Between two worlds
6. Science/technology
7. Nature
8. Human nature
9. Values/priorities
10. Emotional needs
11. Matters of life and death

1. The writing process
2. Journal keeping
3. Narration
4. Description
5. Process analysis
6. Organization
7. Illustration
8. Comparison/contrast
9. Definition
10. Causal analysis
11. Thinking about language
12. Using language
13. Research paper

Overall Evaluation Rating: 3

This book seems appropriate only for the college level ESL student needing additional writing skills development. The readings are meant to stimulate, to demonstrate by example, and to provide pleasure. A basic review of sentence structure is provided. Readings appear to have been selected with the international student in mind; a broad base of subjects is covered by readings of various lengths. Assignments support the reading selections. Writings appear to be aimed at increasing awareness of what unites human beings rather than what divides nations. The teacher's manual is excellent in its suggestions for instruction and its expanded explanations of the implied meanings of the readings.

FUNCTIONS OF AMERICAN ENGLISH: Communication Activities for the Classroom

Lesson Format

The text consists of fifteen units each following a similar format:

1. Conversation--illustrates how each language function (2 per unit) is used in a real conversation.
2. Presentation--descriptions of the functions and ways of carrying them out.
3. Exercises--teacher controlled, pair work, or small group work.
4. Communication activities--discussions role play, problem solving, etc.
5. Written work--more practice in expressing the functions.

All initial conversations and some presentations of functional topics and exercises are on tape. The second half of the book consists of 153 communication activities involving pairs, groups and the entire class.

Content: Functional

Each unit focuses on two to four language functions, such as:

1. Starting a conversation
2. Asking for/giving information
3. Getting people to do things
4. Agreeing/disagreeing
5. Remembering/describing
6. Suggesting/persuading
7. Expressing enthusiasm
8. Complaining
9. Controlling a narrative
10. Dealing with moods/ feelings

Overall Evaluation Rating: 4

This book is appropriate for the level intended. The functions included are appropriate for real-life situations and the communication activities are very practical, although most of them are about problems and difficulties. The exercises and activities provide a stimulus for classroom conversations. The first taped conversation might mislead some foreign students about Americans since it involves a rather forward man quickly getting a date with a woman he doesn't know.

FUNDAMENTALS OF ENGLISH GRAMMAR

Lesson Format

Each unit is organized around a group of related grammatical structures; structures receiving the major emphasis are presented in chart form. Exercises designed around the structures include:

1. Oral exercises--books closed. The students assume various roles, including the role of the teacher when they are ready. These exercises are designed to spur spontaneous discussion, expand oral responses, and help students gain self-confidence in speech.
2. Oral exercises--books open; require no writing and no preparation.
3. Written exercises--specifically intended as written homework; most involve free dialog or are brief sentence completions allowing students to experiment with their own skills on the sentence level within a given context. The focus is on communication and correctness rather than on overall skill in organization and content.

Content: Grammatical

The grammatical sequence is as follows:

1. Present time
2. Past time
3. Future time
4. Modal auxiliaries
5. Asking questions
6. The present perfect and the past perfect
7. Gerunds and infinitives
8. Using auxiliary verbs; using two-word verbs
9. Passive sentences
10. Adjective clauses
11. Count/noncount nouns and articles
12. Noun clauses
13. Quoted speech and reported speech
14. Using wish; using if

Overall Evaluation Rating: 3

What makes this grammar book appealing is that students are given the opportunity to develop individual communication skills after structures are explained; the book does not always tell students what to write but encourages personal development. Many practice exercises that reinforce the objectives are included. One evaluator felt that the book is lacking in illustrations and that the overall aesthetics are weak, perhaps because the material does not contain situations that lend themselves to the use of illustrations. An excellent appendix is included. This is part of a three-book series.

GENUINE ARTICLES. Authentic reading texts for intermediate students of American English

Lesson Format

This is a collection of 24 authentic readins from a wide range of sources: newspapers, magazines, brochures, advertisements, business letters, ans books. Typical lesson activities are as follow:

1. Warm-up--presented by the teacher from information con tained in the teacher's manual to introduce the topic of the narrative to be read.
2. Narrative--material reproduced from another source such as a magazine or newspaper.
3. Summary skills exercises--guessing words from context, reading for specific information, inference,, making connections, reading for details; some limited written exercises, but most are suggested as oral work.

Content: Functional

Twenty-four readings reproduced from sources such as magazines and newspapers are presented in six categories:

1. Instructions: How to do things
2. Descriptions: What things are like
3. Processes: How things happen
4. Narrative: What happened
5. Persuasion: Why you should do it
6. Categories: How things are classified

Overall Evaluation Rating: 3

This is an average reader intended to help re-create, or build a summary of, the text in the reader's mind. There are a number of words contained in the material for which the ESL student may need additional explanation. This supplement would be most useful in learning to read for the main idea. The readings are short, and some could be omitted. Some understanding of how to use the language in other situations could be gained as a secondary benefit from the readings.

The teacher's guide is well organized and provides additional suggestions for presenting and supplementing each lesson.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
GRAMMAR EXERCISES (Pro Lingua Associates, 1986)																		
Part One	A	-	-	20	15	15	-	50	B-I	60	Y	GS	E	-	4	3	5	4
Part Two	A	-	-	20	15	15	-	50	I	60	Y	GS	E	-	4	3	5	4
GRAMMAR GAMES, COGNITIVE, AFFECTIVE AND DRAMA ACTIVITIES FOR ESL STUDENTS (Cambridge Univ. Press, 1987)	A	10	30	20	-	-	10	30	B-A	56	Y	G	E	-	4	5	5	5
GRAMMAR PLUS: A BASIC SKILLS COURSE (Addison-Wesley Pub.6., 1987)																		
Student Book	A	20	20	10	10	10	-	30	B-I	97	Y	GS	O	-	4	1	5	5
Workbook	A	-	-	25	25	20	-	30	B-I	90	Y	GS	O	-	4	1	5	5
Teacher's Guide		Not availbable for review																
Cassette Package		Not available for review																
GRAMMAR STEP-BY-STEP (National Textbook Co., 1985)																		
Volume One	A	5	5	10	10	10	-	60	I-A	110	Y	G	O	-	4	1	5	4
Volume Two	A	5	5	10	10	10	-	60	A	110	Y	G	O	-	4	1	5	4
Volume One Teacher's Manual	A								I-A					3	4			4
Volume Two Teacher's Manual	A								A					3	4			4
Vol. One Testing & Eval.	A	-	-	10	15	-	-	75	I-A	-	Y	G	O	-	5	1	5	4
Vol. Two Testing & Eval.	A	-	-	10	15	-	-	75	A		Y	G	O	-	5	1	5	4

GRAMMAR EXERCISES

Lesson Format

Each of the two volumes is divided into seven sections. Each section is divided into several subsections, each dealing with both a specific grammatical topic and a situational topic. Each subsection consists of a box in which are illustrated the points of grammar to be covered, exercises for grammar drills (write the correct form, fill in the blank, verb expansion, transformation, writing sentences, etc.), a box with the lesson vocabulary, and often an extra exercise (correct errors, rewrite a letter, story or poem). An answer key to the exercises, a grammatical topic index, and a situational topic index are found at the back of each volume.

Content: Grammatical/Situational

The general grammatical topics covered are the parts of speech, a section on clauses, and a section called "General." Examples of the specific grammatical points are:

1. Possessive adjectives
2. Non-count nouns
3. Present progressive tense
4. Polite expressions
5. Two-word verbs
6. Demonstratives
7. Adverbs of manner
8. Compound sentences
9. Quantity words
10. Modals of preference
11. Causatives
12. Prepositions in fixed phrases
13. Conditional clauses: unreal

Examples of the situational topics are:

1. Marriage
2. Clothing
3. U.S. Presidents
4. Predictions
5. Summer camp
6. Machines
7. Nationality
8. Tourist information
9. Schedules
10. Occupations
11. Getting acquainted
12. Old age
13. Mr. Crabbe's opinions

Overall Evaluation Rating: 4

This book is suitable for adults. It has a variety of real-life, everyday topics. It has a variety of activities, good illustrations, and fairly clear explanations of grammatical topics. It also clearly lists vocabulary at the end of each subsection, which can refresh a student's memory. The indexes will easily help a student find a grammatical or situational topic that he remembers covering in the book. One possible disadvantage is that the book is intended for home use and has an answer key in the back--possibly tempting the student to look at the answers before completing an exercise.

GRAMMAR GAMES, Cognitive, affective and drama activities for EFL students

Lesson Format

Lessons are presented through 56 different games 30 minutes to one hour in length. Each game begins with a brief introduction of the grammar concept around which the game is designed. Games are included for various levels of difficulty from beginning to advanced.

Content: Subject Matter

This teacher's guide is divided into five types of games:

1. Section I. Competitive Games--includes such concepts as present simple passive, parts of irregular verbs phrasal verbs.
2. Section II. Collaborative Sentence-Making Games--includes such concepts as word order, varied structures, and linking words.
3. Section III. Awareness Activities--includes such concepts as past simple, and habitual use of present simple.
4. Section IV. Grammar Through Drama--includes such concepts as irregular plurals and third person singular.
5. Section V. Miscellany--includes such concepts as mixed structures, past simple, and spatial prepositions.

Overall Evaluation Rating: 5

This is a good set of activities for supplementation or reinforcement. Each game references extensive past use and field testing, and suggestions for adaptations to other language skills are indicated. Notes are included to the teacher on possible student response to various games and suggestions for reaction by the teacher.

GRAMMAR PLUS: A Basic Skills Course

Lesson Format

The book consists of 18 units, each dealing with a different grammatical topic and a different situational topic. The units consist of seven to fourteen sections containing a brief explanation of some aspect of the unit's grammatical topic (often presented in the form of examples or a table) followed by one or two oral exercises and possibly a written or listening exercise. A brief self test is found at the end of each unit. There are notes to the teacher at the beginning of the book and an appendix listing irregular verbs, common verbs, modals, and an index at the back of the book.

Content: Grammatical/Situational

Grammatical topics are presented through everyday situations. Some examples are:

1. Be/present
2. There is/are
3. Comparatives
4. Present perfect continuous
5. Passive: present and past
6. Gerunds
7. Work and relaxation
8. Past experiences
9. Decisions
10. Trivia time
11. Accomplishments
12. Choices and consequences

Overall Evaluation Rating: 5

This text is intended for students who are college bound. It seems appropriate for teenagers and young adults at the beginning and low intermediate levels. Both teacher and student can easily measure progress by using the end-of-unit quizzes. Listening exercises are on a cassette. The exercises in the book are varied and allow for extensive interaction among students. Grammatical explanations are very clear, due in part to being based on examples that demonstrate a pattern. The pictures are few but interesting. Pages seem to be full of material which might discourage a student with little educational background; however, this book is not intended for such students. Many unit sections present information useful for living in the U.S.

GRAMMAR STEP BY STEP

Lesson Format

Each volume consists of seven units with four to ten skill areas presented in each unit. Each skill follows the same format:

1. Introduction--concepts and examples.
2. Check-up--questions that require recall and provide reinforcement.
3. Exercises--written exercises to drill the concepts.
4. Skill test--after each skill; provides feedback to student and opportunity for teachers to evaluate student mastery.
5. Concepts--review of concepts in unit.
6. Reviews--review of all previous units.
7. Unit tests--optional

The teacher's manuals include general comments about the text and answers to all exercises, but, very few teaching suggestions.

Content: Grammatical

The grammatical concepts covered are:

1. Linking verbs/modifiers
2. Prepositional phrases
3. Noun signals/adverbs in prepositional phrases
4. Subject
5. Linking verb complements
6. Action verbs/modifiers
7. Action verb complements
8. Simple sentences
9. Compound sentences
10. Words, phrases, clauses used as nouns
11. Phrases, clauses used as adjectives
12. Phrases, clauses used as adverbs
13. Correct verb usage
14. Correct pronoun usage

Overall Evaluation Rating: 4

These books are very tightly organized. The use of boxes and lines to set off grammatical explanations and exercises is helpful. The books teach numerous grammatical terms and how to recognize their referents. The use of two colors in the grammatical explanations helps clarify what would otherwise be confusing diagrams showing placement of grammatical elements. Tests at the end of sections provide useful feedback to the teacher and students. The teacher's manuals are largely answer keys and have little advice for the teacher. Sentences in the exercises are constructed to drill grammatical points and are not intended to be relevant to students' lives; they are written in a formal and advanced style. The level of English in the book is advanced and is appropriate for college-bound students.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
GRAMMARWORK: ENGLISH EXERCISES IN CONTEXT																		
(Prentice Hall, 1984)																		
Book One	A	-	-	15	20	20	-	45	B	35	Y	GS	-	-	5	1	5	4
Book Two	A	-	-	15	20	20	-	45	B	35	Y	GS	-	-	5	1	5	4
Book Three	A	-	-	15	20	20	-	45	I	35	Y	GS	-	-	5	1	5	4
Book Four	A	-	-	15	20	20	-	45	I	35	Y	GS	-	-	5	1	5	4
GREAT IDEAS: LISTENING AND SPEAKING ACTIVITIES FOR STUDENTS OF AMERICAN ENGLISH																		
(Cambridge Univ. Press, 1987)																		
Student Book	G	30	30	5	15	10	5	5	I-A	35	Y	FS	NA	-	4	1	4	4
Teacher's Guide	G								I-A					4	4			4
Cassette (audio)	G	80	20	-	-	-	-	-	I-A	1	Y	FS	NA	-	4	1	4	4
HEALTH SERIES (Hopewell Books, Inc., 1981-83)																		
Going to the doctor	S	20	20	25	10	25	-	-	B	10	Y	S	E	-	4	1	5	4
How to buy and use medicine	S	20	20	25	10	25	-	-	B	10	Y	S	E	-	4	1	5	4
Going to the dentist	S	20	20	25	10	25	-	-	B	10	Y	S	E	-	4	1	5	4
HEARSAY: SURVIVAL LISTENING AND SPEAKING (Addison-Wesley Publishers Japan, Ltd., 1986)																		
Text	S	45	20	10	10	15	-	-	I	20	Y	FS	E	-	4	5	3	3
3 Audio Cassettes (25 to 34 min. ea.)	S	80	-	-	10	10	-	-	I	1.5	Y	FS	E	-	4	5	3	3

GRAMMARWORK: English Exercises in Context

Lesson Format

Each volume consists of 90 to 100 units. Each unit is one page long, a few are two pages. Each contains the following sections:

1. Concise illustration of a point of grammar--makes use of pairs of sentences, boxes, pictures, or tables, as appropriate.
2. Practice exercise--fill in the blanks or write sentences in a contextualized setting.
3. "Make it work" exercise--allows the student to create his own sentences using the grammatical structure studied in the unit.

Each unit also has a different situational topic. An answer key to the exercises is found in the back of each volume.

Content: Grammatical/Situational

Examples of grammatical topics covered are:

Book One: Adverbs of frequency, spelling, time.
Book Two: Units of time and measurement, yes-no questions with "have to," polite requests with "would".
Book Three: Prepositions of place, adjective superlatives, refusal with "won't".
Book Four: Who's vs whose, used to, past unreal conditional, negative statements.

Examples of situational topics covered are:

1. Is a garment washable?
2. Kinds of food on the table
3. Listing contents of a room
4. Pastimes
5. Can't find something
6. Things in a city
7. Eating in a restaurant
8. What one would like to do if he were not a person

Overall Evaluation Rating: 4

These books are good as supplementary materials and could profitably be used as a system as well. The units are very short, therefore, a student has no chance to be bored before going on to something different. The situational topics are applicable to everyday life. The grammatical explanations are clear, concise, surprisingly free of extraneous verbiage; and, they all appear in shaded boxes, which makes them easy to find. Occasional illustrations enliven the book as well as add some variety to the exercises. The open-ended exercises, "Make It Work", at the end of each unit help the student break away from the book and use the material in daily life. An answer key in the back of each volume provides the student with immediate feedback as to mistakes made in the exercises. Hopefully, the presence of the key will not tempt the student to copy the answers from it.

GREAT IDEAS: Listening and speaking activities for students of American English

Lesson Format

The text is organized around 15 topics. A cassette demonstrates authentic American English and contains short interviews, dialogs, announcements, and authentic radio commercials. Five types of activities are included:

1. Communication--to stimulate real conversation.
2. Listening exercises--to give practice in listening for the general idea and for detail. There are prelistening, listening, and postlistening discussion exercises.
3. Working together--students work in pairs or small groups to practice vocabulary and dialog.
4. Vocabulary--students are presented a list of useful expressions and structures that can be used in doing the activity.
5. Written work--not required, but various exercises including list-making and note-taking are included in the teacher's manual for supplementation.

Content: Functional/Situational

Examples of situations and functions are:

1. Personal information
2. Strange phenomena
3. Shopping
4. Weather and climate
5. Communication
6. The past
7. Home entertainment
8. Nighttime entertainment
9. The future
10. Health
11. The work world
12. Vacation
13. Current events
14. Controversy
15. Advertising
16. Applying for a job
17. Getting information
18. Getting acquainted

Overall Evaluation Rating: 4

The text contains a very good variety of listening and speaking activities for intermediate and advanced ESL students; the cassette tape gives students a good opportunity to hear authentic American English. One evaluator felt that the vocabulary words presented were too difficult for the intermediate ESL learner. The teacher's manual is excellent and includes explicit instructions for the inexperienced teacher. The communication activities include a unique exercise in which students are paired and given sets of information then directed to find out what information the other member of the pair has been given.

THE HEALTH SERIES

Lesson Format

Each of the three volumes contains groups of sentences, each group dealing with a particular topic. The sentences may describe a process or be in isolation. Each group of sentences is one to four pages long. Most groups are illustrated with a relevant photograph. There are also exercises (fill in the blank, choose the correct word, ordering sentences and true and false). Going to the Dentist also has sample conversations.

Content: Situational

Some examples of the topics are:

1. The waiting room
2. Filling a prescription
3. Taking medicine
4. Rebecca (a patient)
5. Shots and medicine
6. Staying healthy
7. A dental examination
8. Cleaning my teeth

Overall Evaluation Rating: 4

The material in these books is very practical and relevant for survival in the U. S. The approach is to provide sentences which a student can use. The sentences also provide contexts for the new vocabulary. The photographs are very good. Some of the groups of sentences explain what happens but not why, e.g., the procedure when having a pap smear, but the sentences do not explain why one would need a pap smear. Some topics need more explanation. The books could profitably be followed by one or more field trips.

HEARSAY: Survival Listening and Speaking

Lesson Format

The text begins with a "Getting Ready" unit to familiarize students with the numbers 1 through 10 and to review the alphabet. The lesson sequence is as follows:

1. Pictures--introduces the unit theme and provides understandable vocabulary.
2. Key words--presents special vocabulary which is repeated several times; the tape is played; students complete a cloze exercise.
3. Listening tasks--students listen to the tape for each task, complete a cloze exercise, and circle the correct answer based on content of the tape.
4. Focus--presents the learning point of the unit by having the students refer to printed material while doing a listening task which requires writing material heard on the tape.
5. Slow and fast speech--material presented in phonological breakdown of key reductions and assimilations to help internalize sound patterns of English for comprehension purposes, not for production.
6. Listen and circle--listening practice for reduced spoken forms; tape is played and students circle A, B, or C.
7. Listen and write--practice in writing a full or standard sentence based on the reduced forms just learned.
8. Spoken practice--students work in pairs for practice.
9. Bonus--a large picture to help expand the vocabulary of the unit; another key words list; an open dialog; and a role play activity.

Content: Functional/Situational

1. Numbers/alphabet
2. Giving/asking for personal information
3. Prices/value of coins
4. Articles of clothing
5. Ordering food
6. Buying travel tickets
7. Learning directions
8. Asking for change
9. Using an office directory
10. Making an appointment

Overall Evaluation Rating: 3

This material is simple and easy to use even for a teacher with little experience, but it should not be used as the sole teaching source unless the course is very short-term; it would complement the main curriculum of any ESL program. One evaluator felt that bias was shown in the illustrations because of the limited number of ethnic groups represented. The set of three audio cassettes is excellent and includes numerous speakers of both sexes; all exercises are keyed around these cassettes. Two pages of instructions for the teacher are provided at the front of the book.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
THE HORIZONS II LANGUAGE SERIES (EDC Publishing, 1980)																		
Period, Question Mark, Exclamation Mark	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Apostrophe, Colon, Hyphen	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Quotation Marks and Underlining	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Comma	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Adjectives and Adverbs	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Prepositions and Conjunctions	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Verbs	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Nouns and Pronouns	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Prefixes, Bases, and Suffixes	G	-	-	20	15	50	-	20	I	12	Y	G	O		4	1	4	3
Figures of Speech	G	-	-	25	15	35	-	25	I	12	Y	G	O		4	1	4	3
Context Clues	G	-	-	55	15	15	-	15	I	12	Y	G	O		4	1	4	3
Synonyms, Antonyms, Homonyms	G	-	-	25	15	50	-	10	I	12	Y	G	O		4	1	4	3
Capital Letters	G	-	-	25	15	5	-	55	I	12	Y	G	O		4	1	4	3
Dictionary Skills	G	-	-	25	15	50	-	10	I	12	Y	G	O		4	1	4	3
Paragraph and Topic Sentence	G	-	-	70	15	5	-	10	I	12	Y	G	O		4	1	4	3
Teacher's Guide	G								I					3	4	1	4	3

THE HORIZONS II LANGUAGE SERIES

Lesson Format

Each booklet focuses on all aspects of one area of language learning. Examples of activities and types of exercises are:

1. Identification of one word from a group of three.
2. Identification of all nouns in a paragraph.
3. Recognition of incorrect or missing punctuation marks in sentences and paragraphs.
4. Listing of one or more synonyms for a given word.
5. Unscrambling sentences.
6. Writing and correctly punctuating sentences.
7. Choosing the correctly punctuated sentence in a group of sentences.
8. Adding quotation marks to dialogue.
9. Looking up words in a dictionary.
10. Identifying metaphors and similes.

Content: Grammatical

The grammatical concepts covered are identified by the individual title of each booklet:

1. Period, question mark, exclamation mark
2. Apostrophe, colon, hyphen
3. Quotation marks and underlining
4. Comma
5. Adjectives and adverbs
6. Prepositions and conjunctions
7. Verbs
8. Nouns and pronouns
9. Prefixes, bases, and suffixes
10. Figures of speech
11. Context clues
12. Synonyms, antonyms homonyms
13. Capital letters
14. Dictionary skills
15. Paragraph and topic sentence

Overall Evaluation Rating: 3

The booklets are written at a 4th to 9th grade interest level. They are liberally illustrated with cartoon-like characters. The subject matter of the readings is often child-oriented. The booklets are simple and easy to follow. The exercises are appropriate for American students who need work on grammar and reading. A pretest attached to the series would be useful. The books are not consumable which may be a negative feature in the minds of some teachers. The teacher's guide describes the series and provides suggestions on how to use it as well as suggestions for additional activities.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
HOW TO GET A JOB AND KEEP IT (Steck-Vaughn Co., 1985)	O	10	10	40	30	20	-	-	I	22	Y	S	NA	-	4	2	5	3
I SPEAK ENGLISH (Literacy Volunteers of America Inc., 1986)	S	-	100	-	-	-	-	-	B	45	N	FS	E	-	4	1	5	3
I THINK I THOUGHT AND OTHER TRICKY VERBS (Houghton Mifflin Co., 1984)	G	15	15	20	-	20	10	20	B	10	Y	S	LEA	-	3	1	5	2
IMAGES 1 & 2; ENGLISH FOR BEGINNERS (Addison-Wesley Publishing Co., 1985)																		
Book One	S	15	15	20	10	20	5	15	B	36	Y	FS	O	-	-	1	5	4
Book One - Teacher's Ed.	S								B					4	4			4
Book Two	S	15	15	20	15	10	5	20	B	36	Y	FS	O	-	-	1	5	4
Book Two - Teacher's Ed.	S								B					4	4			4
Cassette Tapes		Not available for review.																
THE IMMIGRANT EXPERIENCE: INTER-ACTIVE MULTISKILL ESL (Prentice Hall, Inc., 1987)																		
Student Ed.	S	15	15	20	20	10	-	20	I	120	Y	GS	E	-	4	4	5	4
Teacher's Ed.	S								I					5	4			4
Casssette		Not available for review.																

HOW TO GET A JOB AND KEEP IT

Lesson Format

Lessons vary widely in format and depend a great deal on content; lesson activities are designed around concepts and skills presented. Where possible the authors have included sample forms to complete as part of the written exercises. Other exercises appear as fill-ins, matching, true and false, role play, etc.

Content: Situational

The situations presented are:

1. Planning to get a job
2. Finding a job
3. Completing the job application
4. Interviewing for the job
5. Taking vocational tests
6. Working on the job
7. Keeping your job
8. Changing jobs

Overall Evaluation Rating: 3

This is a good guidebook for the job seeker, but an individual entering the market at a lower level vocational position would not possess all of the language skills necessary to fully comprehend the detail in the material without some help; this book appears to address vocational job seekers. Some of the terms introduced are not found in the glossary--career ladder, telephone manners, voice with a smile, etc. Because of the conflict between the language level and the material covered, this is rated only average.

I SPEAK ENGLISH

Lesson Format

Chapters 1 through 6 give general advice for teaching ESL. Chapters 7 through 13 give specific ideas for planning lessons. Chapter 14 gives ideas for applying the material in the preceding chapters to small group teaching. Chapters 7 though 13 cover what to do on the first day, various drills, reading and writing activities, conversational topics, lesson plans and assignments, and sample lessons. Appendices list competencies (MELT) by topic, sequence of skills acquired by the student, citizenship requirements, a glossary of technical terms, textbook selection guidelines, and a placement test.

Content: Functional/Situational

1. Personal information
2. Alphabet/ numbers
3. Maps/calendar
4. Prices/money/shopping
5. Telling the time/weather
6. Asking for/giving directions
7. Restaurant/menu
8. Answering the phone
9. Visiting the doctor/friend
10. Cashing checks

Overall Evaluation Rating: 3

This book is a good guide for tutors of individual students in ESL. The material is practical, and the exercises suggested are relevant to the teaching of ESL to adults. The guide covers many situations which a tutor may encounter. The material is flexible and applicable to a variety of situations. It does, however, include so much material that a novice tutor might have difficulty assimilating it and applying it to his/her teaching.

This is a handbook which accompanies LVA training and has been evaluated in isolation from other materials used by LVA.

I THINK I THOUGHT AND OTHER TRICKY VERBS

Lesson Format

This book has no lessons. It consists of thirty of the trickiest verbs in everyday use. Each page consists of a humorous picture with a caption. The caption on the left page is a sentence using the present tense of the irregular verb; the caption on the right page is a sentence using the past tense of the same verb. The sentences are rhythmical, contain three or four words beginning with the same sound, and they rhyme with each other. The pictures are three-tone drawings, mostly of animals doing human activities. A list with the three principal parts of the verbs and the pages on which to find them is included at the back of the book.

Content: Situational

The pictures show a variety of scenes, some realistic and some fanciful, that would interest young students, e.g., a gorilla giving a can of garbage to a goat, a bird teaching turtles to walk on a tightrope, and an artist in a suit of armor drawing a picture of a posing dragon.

Overall Evaluation Rating: 2

This book is intended for young children. The cartoon pictures are lively. On the whole, they do not relate to practical matters. Some of the words included in the captions are advanced for the language level. The main value seems to be to develop student interest through the pictures and to get students interested in repeating the captions by virtue of their rhythm and rhyme so that they will want to repeat them, like a chant, after they leave the classroom and in this way internalize the irregular verb forms. There is no teacher's guide, and it may be difficult for an untrained ESL teacher to know what to do with the book. An experienced teacher should have no trouble utilizing it, but it is questionable if this is a good way to teach irregular verbs, unless it is for fun (which is probably the intent).

IMAGES 1 & 2: ENGLISH FOR BEGINNERS

Lesson Format

Each lesson in the two volumes consists of:

1. A page of photos usually illustrating a story (occasionally showing related items or situations not in sequence and usually with the dialogue printed in cartoonists' clouds.
2. A box highlighting the grammar points covered.
3. A new vocabulary list.
4. Three to five exercises--fill in the missing words in the photo dialogue, fill in the blanks, sentence creation, writing questions, answering questions, and transformation.

A review sheet is found after every sixth lesson with four or five exercises involving listening to the teacher or a tape, and responding. In the back are found a word list, answer key, and a grammatical index.

Content: Functional/Situational

Examples of functions covered are:

1. Introductions
2. Talking about what you want
3. Asking/responding to questions in a job interview
4. Asking/talking about prices
5. Asking/talking about what people are doing
6. Asking about/stating obligations and responsibilities

Examples of situations covered are:

1. Getting an apartment
2. Applying for a job
3. A trip to Mexico
4. Getting a car repaired
5. Greeting someone
6. Discussing a baby
7. Discussing a photo
8. Buying cheese
9. A taxi driver's day
10. Eating in a restaurant

Overall Evaluation Rating: 4

The big attraction of these books is the page of photographs in each lesson. They are interesting and appealing and do a good job of illustrating the language function being taught. One evaluator, however, thought they seemed crowded and, due to their being black and white, unappealing. The functions selected are good and deal with situations in which an immigrant needs to know English fast (e.g., buying things or stating needs). The lessons are very short so boredom is unlikely, and the books can easily be used as supplemental material. The activities in the text promote language use, i.e., working in pairs and as individuals. The tapes also provide individualized practice, including the option of having the student carry on a dialogue with the tape. One evaluator felt the books were a little advanced for beginners due to the need for writing skills in doing the exercises. The teacher's editions give useful suggestions and the To the Teacher sections at the beginning of both editions also give good ideas for using the book.

THE IMMIGRANT EXPERIENCE: Interactive Multiskill ESL

Lesson Format

The book has twelve sections of five lessons each. Each section addresses one situational topic, one or two lifeskills, and one or more grammatical topics. Each lesson within a section focuses on one of the following areas with appropriate activities:

1. Grammar--listening, writing, pairwork, class discussion, interviewing, various kinds of exercises.
2. Reading--reading selection, questions, writing.
3. Writing--free or controlled writing based on reading selection.
4. Lifeskill--topic presentation, fill in the blanks, free writing.
5. Review--listening, pairwork, fill in the blanks, dictation, crosswords, multiple choice.

The teacher's edition gives page-by-page instructions on teaching the text and its appendices have irregular verbs, tests and visuals.

Content: Grammatical/Situational

The situational topics are: getting acquainted, leaving home, getting settled in a new country, dealing with sickness, looking for an apartment, finding a roommate, settling into a new apartment, dealing with crime, looking for a job, getting a job, celebrating a birthday, and dating a new friend.

Lifeskill topics include: forms, schedules, tables, want ads, weather information, police reports, job applications, recipes, yellow pages, store ads, checks, and calling for information.

Grammatical topics range from irregular verbs to adverbial clauses, passives, embedded questions, reported speech, and unreal conditionals.

Overall Evaluation Rating: 4

Lessons are sufficiently varied to prevent boredom. The four main language skills are fairly well balanced, with more emphasis on free writing than in many other books. The free writing and pairwork activities allow for student self-expression. Grammatical explanations are minimized and boxed. The same characters appear throughout the book--perhaps a minor problem in open-enrollment classrooms, where a student coming into the class partway through might not know the background of the characters. Ocassional tables and drawings provide a welcome change in page formats. Instructions in the teacher's edition are explicit and there is a good variety of activities.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
IMPACT! (Addison-Wesley, 1982)																		
Book 1	S	15	10	30	15	20	5	5	B	30	Y	FS	NA	-	4	1	5	3
Book 2	S	10	5	35	20	15	5	10	BI	30	Y	FS	NA	-	4	1	5	3
Book 3	S	5	5	40	25	10	5	10	I	30	Y	FS	NA	-	4	1	5	3
Teacher's Guide 1-3		Not available for review.																
IMPROVING YOUR SPELLING SKILLS (Educational Design, Inc., 1983)	A	10	10	20	10	-	-	50	I	30	Y	G	O	-	3	1	5	4
IMPROVING YOUR PUNCTUATION SKILLS (Educational Design, Inc., 1983)	A	10	-	20	20	-	-	50	I	35	Y	G	O	-	3	1	5	4
IN PLAIN ENGLISH (Addison-Wesley Publishing Co., 1986)																		
Student's Ed.	S	20	20	15	15	10	5	15	I	120	Y	GS	E	-	4	4	5	4
Teacher's Ed.	S								I					4	4			4
MORE PLAIN ENGLISH (Addison-Wesley Publishing Co., 1986)																		
Student's Ed.	S	20	20	15	15	10	5	15	I	120	Y	GS	E	-	4	4	5	4
Teacher's Ed.	S								I					4	4			4

IMPACT!

Lesson Format

Each volume consists of fifteen lessons with similar formats:

1. A picture illustrating the lesson topic.
2. New vocabulary lists and practice.
3. Reading selections with related exercises.
4. Copying exercises.
5. Selecting the right answer exercises.
6. Pronunciation exercises.
7. Word building exercises.
8. Exercises requiring careful thought (e.g., reading a chart or table and answering questions about it).

Content: Situational/Functional

Each lesson is based on a situational topic. Functions of language are mostly found in Book 2. Examples of situations and functions are:

1. The family
2. In a supermarket
3. Asking for directions
4. Working at home/away from home
5. Reading a catalogue
6. Making choices
7. Deciding what to eat
8. Buying/renting a house
9. Drinking habits/problems
10. Health issues
11. Gun control
12. Legal/minority issues

Overall Evaluation Rating: 3

The authors state that this series is a developmental reading program. It is that and more. It also expands all four major language skills and teaches about life and survival. It includes adult topics and good illustrations about real-life situations. The books can be used independently or as sequels to each other. The teacher's guide was not available for evaluation. An inexperienced ESL teacher might find it difficult to use the series without a teacher's guide.

IMPROVING YOUR SPELLING SKILLS/IMPROVING YOUR PUNCTUATION SKILLS

Lesson Format

Each major category of the book is divided into smaller lessons. The lessons begin with the statement of a grammar or spelling rule, and several examples follow. Exercises are then done in the form of: fill-ins, correcting sentences to remove spelling/punctuation errors, identifying types of sentences, inserting appropriate punctuation, using a dictionary, etc. All exercises are very short and include correct answers (on the following page). Mastery tests and reviews are found at the back of each book.

Content: Subject Matter

The number of lessons on each topic is included in parentheses.

Punctuation:
- A. Sentence punctuation (7)
- B. Commas (10)
- C. Semicolons, colons, dashes (4)
- D. Quotations and titles (7)

Spelling:
- A. Prefixes and suffixes (7)
- B. Plurals (7)
- C. IE and EI (3)
- D. Homophones (7)
- E. Apostrophes (7)
- F. Capitalization (7)
- G. Spelling and the dictionary (6)

Overall Evaluation Rating: 4

These are good supplements for an ESL class. Rules are explained clearly, and all exercises that follow are simple and cover the concept well. Spelling and punctuation rules are presented in a manner easy to remember, and any exceptions to the rule are explained. Exercises are brief and to the point and do not include much repetition. Some supplementation might be required on lessons for which students need additional practice. Lessons are brief enough to cover several during one class period.

The Summary Review and the Mastery Tests provide the positive reinforcement and evaluation much needed by ESL students.

IN PLAIN ENGLISH/MORE PLAIN ENGLISH: An Integrated Skills Approach

Lesson Format

Each volume consists of two cycles which contain five lifeskill sections divided into six self-contained lessons addressing the topic of the section. Each lesson covers two lifeskills and two grammatical structures and includes the following:

1. A picture for discussion.
2. A listening and pronunciation exercise.
3. Additional exercises--pair-work, dictation, filling out forms, fill in the blank, transformation, answer or ask a question, write and unscramble sentences.

Each sixth lesson is a review with a pronunciation exercise, crossword puzzle, Q&A exercise, quiz, grammar gloss, and vocabulary list. Lessons 30 and 60 in each volume are tests on listening, reading, and writing. Lifeskills, pronunciation, and grammatical structure indexes are found in each volume. The teacher's guides give a general description of the lesson format and then list the pages of the student text with annotations on what to do on each page. Extra activities that go beyond the text are also suggested.

Content: Situational/Grammatical

The five major lifeskill sections are: Family and friends, Shopping, Health, Community, and Jobs. Each is divided into subtopics, one per lesson, such as: High temperature, buying medicine, heart trouble, reading a map, making appointments, comparing prices, job interviews, preventive health care, writing checks, interpreting bills, understanding credit, reporting accidents.

Grammatical structures range from adjective comparison and the present perfect tense to unreal conditional and passive.

Overall Evaluation Rating: 4

These books provide a wealth of information on lifeskills which are essential for survival. Each book and lesson is self-contained and can be used independently of any other material in the books. The drawings and photos are clear and appropriate for the intended purpose of stimulating discussion. The numerous exercises that involve students working in pairs make a class more interesting and give students a chance to use English in very controlled formats and also in relatively open-ended ones. The teacher's guides are adequate, and the innovative ideas for extra activities should enable a teacher to have an interesting class. The list of lifeskills, pronunciation, and structures at the beginning of each section is useful for the teacher and, to some extent, for the students. The authors describe In Plain English as "high beginner level", but one evaluator thought it was more appropriate for intermediate student

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
IN PRINT: BEGINNING LITERACY THROUGH CULTURAL AWARENESS (Addison-Wesley Pub. Co., 1988)																		
Student Book	S	15	15	25	30	10	5	-	B	50	Y	S	E	-	4	4	5	4
Teacher's Guide	S								B					4	4			4
INDEX CARD GAMES FOR ESL (Pro Lingua Associates, 1982)	G	20	15	10	15	15	5	20	B-A		Y	FS	E	-	3	2	4	4
INTERMEDIATE ENGLISH (Addison-Wesley Publishing Co., 1982-1983)																		
Book One	S	25	25	15	10	10	-	15	I-A	25	Y	FS	NA	-	4	1	5	4
Book Two	S	25	20	30	10	5	-	10	I-A	40	Y	FS	NA	-	4	1	5	4
Teacher's Guide	S								I-A					5	4			5
IT'S TIME TO TALK: COMMUNICATION ACTIVITIES FOR LEARNING ENGLISH AS A NEW LANGUAGE (Prentice Hall, 1977)	G	25	40	10	10	10	-	5	I-A	220	Y	S	LEA	-	4	2	5	4
Teacher's Guide		Not available for review.																
JAZZ CHANTS (Oxford Univ. Press, 1978)	G	25	45	-	-	20	5	5	B-I	20	Y	S	O	-	4	4	5	4
SMALL TALK (Oxford Univ. Press, 1986)	G	30	45	-	-	10	10	5	I-A	40	Y	FS	O	-	4	4	5	4
Cassettes (3)	G	55	30	-	-	10	5	-	B-A	3	N	SF	O	-	5	4	5	5

IN PRINT: Beginning Literacy Through Cultural Awareness

Lesson Format

The format of the 15 chapters is as follows:

1. Talk--questions designed to generate discussion and familiarize learners with a list of new vocabulary words.
2. Write and read--the teacher uses charts to summarize in pictures and in writing the discussion of new material.
3. Listen (or) analyze--new phonics and structural analysis skills are introduced.
4. Explain--learners demonstrate comprehension by using new words in context through assorted written and oral exercises.
5. Look--to teach sight word vocabulary and build spelling skills; teacher uses flash cards, pictures, or signs to illustrate meanings.
6. Do--skills applied to everyday literacy tasks by completing various forms, i.e., applications for employment, checks, appointment slips, message forms, etc.
7. Write and read again--reviews and summarizes new skills of the chapter; open-ended exercises to encourage creative writing.

Content: Situational

The activities are centered around real-life situations, such as:

1. Place
2. Safety/traffic signs
3. School information
4. Checks/money orders
5. Job forms/applications
6. Medical appointments/prescriptions
7. Changing roles
8. Culture
9. Emergencies
10. Discrimination

Overall Evaluation Rating: 4

This is a good book for adults to learn basic reading and writing. The chapters are organized around socioeconomic issues relevant to the adult: welfare, crime, housing, health care, poverty, etc., life experiences to which most adult ESL learners can relate. The excellent teacher's guide includes suggestions for adapting material to various learning styles. The authors emphasize that the material provides literacy for self-esteem, cultural preservation, and adjustment. The "Talk" portion of each lesson could easily be the most valuable part because of the open-ended questions for discussion raised here resulting in a sharing of information and experiences.

INDEX CARD GAMES FOR ESL

Lesson Format

Six different types of games are presented, each type with a different purpose:

1. Matched pairs--to review vocabulary.
2. Sound and spell--to review pronunciation and spelling
3. Scrambled sentences--to review word order and punctuation.
4. Categories--to exercise and "stretch" students' command of English.
5. Cocktail party--to practice social conversation by remembering and restating what has been heard.
6. Who's who--to practice yes-no questions and provide vocabulary review in selected areas, e.g., music, sports, politics, theater, etc.

Each category of game requires work in groups of 2 to 6 with a still larger group required for the Cocktail Party.

Content: Functional/Situational

These games provide oral practice in language functions and communication in various scenarios and with different types of groups. Functions covered include:

1. Identifying/matching
2. Sound and spell, a listening exercise
3. Correct word order
4. Categorizing
5. Conversation in a social setting
6. Identifying functions performed by various professions

Overall Evaluation Rating: 4

The games are designed to be used at the beginning, intermediate, or advanced level, and instructions for each level are included for the teacher. The concepts introduced are clear and easy to follow. The grammar practice is based on current situations and could be mastered by an ESL student at the appropriate level. The games make vocabulary review fun, and lessons are adaptable to include other words, grammar, exercises, etc., as may be needed by a particular group. Excellent instructions are included for adapting each game to a particular language level. Games are brief and serve as excellent supplementary material to any lesson. Each game includes a number of sets of material so the game can be repeated over and over without duplication of content.

INTERMEDIATE ENGLISH

Lesson Format

Each of the two student volumes contains an introduction to the teacher, five units, an appendix of grammatical forms, and an answer key to the exercises in the units. Each unit contains:

1. A series of dialogues with illustrations.
2. Pictures for discussion using the language from the dialogues.
3. Writing exercises in which students write about a given topic in their own words.
4. Substitution dialogues for checking points of grammar.
5. Reading selections by noted authors.
6. Comprehension and vocabulary-building exercises based on the readings.
7. Humorous reading selections to encourage discussion of cultural differences.
8. A self-test (not to be administered by the teacher).
9. A section on drill of difficult vocabulary (Book Two).

The teacher's guide takes the teacher through the student text page by page.

Content: Functional/Situational

The situational framework is presented according to the function of language being demonstrated, such as:

1. Interacting socially
2. Requesting/giving information
3. Making apologies/excuses
4. Expressing likes/dislikes
5. Expressing wants/needs
6. Fantasy and reality
7. Expressing fear
8. Disaster situations
9. Personality traits
10. Breaking/renewing ties
11. Disappointments
12. Nostalgia
13. Changing values
14. Using initiative

Overall Evaluation Rating: 4

The books are appropriate for the intended level. The dialogues and reading selections are interesting, varied, and humorous. The opportunities for creative use of the language by the student are myriad; thus, the student practices using the language naturally, talking about situations encountered outside of class. The profuse illustrations provide interest and convey considerable meaning to the written material. Some reading selections are perhaps a little sophisticated; but, with help from the teacher, an intermediate student could probably handle them. The topics of the reading selections are not everyday situations encountered by the average student. Some teachers may consider this a disadvantage. The teacher's guide has very small print but is clearly coordinated, page by page, with the student text and gives good, but not profuse, information on how to use the material in the units. It offers good follow-up activities for going beyond the text.

IT'S TIME TO TALK: Communication Activities for Learning English As a New Language

Lesson Format

The text contains 194 "communication activities" arranged into six chapters of six lessons each. Six communication tasks are repeated in each chapter:

1. Share and tell--conversations about student experiences.
2. Interviews, etc.--talking outside the classroom.
3. Treasure hunts--telling about specific objects.
4. Asking for information--talking with others outside the classroom to get information.
5. Discussions, etc.--informal and formal discussions that move to debates and panel discussions.
6. Creating stories--role-playing, re-creating experiences, problem-solving.

The tasks are addressed through the following activity format:

1. Background material--sets the stage.
2. Explanation of the task.
3. Language used in the task--questions to ask, information to seek, discoveries and feelings to express.
4. Reporting to the class--share information or experience.
5. Discussion and writing section--variation of topic.
6. On your own--new words or observations as reference.
7. Meanings list--glossary of difficult or new words.

Content: Situational

Examples of situations are:

1. Mixers/invitations
2. Living quarters
3. Pets
4. Family photos
5. Diet
6. Who calls who what
7. Ad-lib scenes
8. Salespeople and shoppers
9. The holiday spirit
10. Senior citizens
11. What makes you laugh?
12. An ethical dilemma
13. A blind walk
14. Melting pot vs salad bowl

Overall evaluation Rating: 4

The number of situations covered is huge. The activities are essentially guides to situations where students will use English both in and out of the classroom. It is unusual to find a book that places emphasis on activities that connect the classroom to the outside world. These activities involve speaking to people both in and out of the classroom while engaged in goal-oriented tasks. Practice outside the classroom is a problem for many students who feel embarrassed about their mistakes; therefore, these activities should help them overcome this problem if they have the time and the courage to actually do them. This book is a good supplement to other materials that give a solid foundation in grammar and vocabulary.

JAZZ CHANTS
SMALL TALK

Lesson Format

Both volumes consist of chants, most in a dialogue format. In Jazz Chants each chant is presented on two pages; the page on the right contains the chant and the one on the left has pronunciation, grammar, and presentation notes. Small Talk consists of 15 units, each with a functional topic. Within each unit are five or six chants, each with a few notes on the left margin and three or four exercises (written or dialogues for pairwork). The written exercises involve listening to material on the accompanying cassette and filling in blanks or writing sentences which are heard on the tape. Both volumes have teacher's notes at the beginning explaining how to present the chants, and Small Talk has an answer key in the back. Each volume comes with a cassette containing the chants; Small Talk has an additional cassette containing the exercises.

Content: Situational/Functional

Jazz Chants is based on situations in everyday life; Small Talk is based on functions of language. Examples of each are:

1. A sleeping baby
2. On a diet
3. Being late
4. Stubbing a toe
5. The blues
6. Personal questions
7. Pain and trouble
8. Looking for something
9. Inviting/accepting/ refusing
10. Talking about the weather
11. Expressing confusion
12. Giving/receiving compliments

Overall Evaluation Rating: 5

These chants are lively and fun. They help students develop the rhythm and intonation patterns of American English. The situations included are practical and about everyday life. Many situations are humorous. The chants are usable with all levels, especially intermediate. The vocabulary is not too difficult and the sentences are very short. The music on the Small Talk cassette is very good; it provides a pleasant diversion in an ESL class. The exercises are also good and help reinforce understanding of the material in the chants.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
THE KNOW-HOW SERIES (Cambridge the Adult Education Co., 1987)																		
Budgeting Know-How	S	-	-	50	30	20	-	-	B-I	30	Y	S	E	-	4	1	5	4
Insurance & Taxes Know-How		Not available for review.																
Living Expenses Know-How		Not available for review.																
Job Success Know-How		Not available for review.																
Consumer Know-How		Not available for review.																
Job-Hunting Know-How		Not available for review.																
Worker Rights Know-How		Not available for review.																
Money Know-How		Not available for review.																
LESSONS IN ENGLISH PRONUNCIATION FOR SPANISH SPEAKERS (Southwest Educational Development Corp., 1970)	A	5	5	5	-	5	40	40	B	25	N	G	A	3	3	3	5	3
LET'S HAVE FUN WITH ENGLISH (Century Twenty One Publishing, 1981)	S	15	20	15	15	25	5	5	B	56	Y	S	NA	-	2	1	5	3
LEXICARRY: AN ILLUSTRATED VOCABULARY BUILDER FOR SECOND LANGUAGES (Pro Lingua Assoc., 1984)	G	10	30	10	10	40	-	-	I	150	Y	SF	NA	-	3	1	5	2

THE KNOW-HOW SERIES: Budgeting Know How

Lesson Format

The book begins with a pre-test of twenty multiple choice questions designed to determine the skills most in need of attention. A post-test of the same design serves as a final check for mastery and a guide to reteaching.

Each lesson follows the same format:

1. Precheck--five prereading questions based on objectives and focused on topics to follow.
2. Reading passage--reading selections (250 words each) that match the objectives.
3. Review of key words--vocabulary reinforcement through completion exercises.
4. Check what you know--ten questions based on the readings to check for mastery of objectives.
5. Number of right answers--activity to determine if follow-up is needed.
6. Double check--review exercise

Content: Situational

The situations dealing with budget are as follows:

1. How to prepare a budget
2. How to figure your take-home pay
3. Writing a budget
4. How to balance a budget
5. Dealing with money problems

Overall Evaluation Rating: 4

This is a good book for Adult Basic Education. The material is presented in simple language appropriate for the advanced beginner. The book thoughtfully avoids confusing the learner with a barrage of information on wage and hours laws, tax laws, interest computations, etc.

The answer section in the back of the book provides not only the correct answers, but also identifies the objectives which the question measures, the skill which the question addresses, and the competency which the question checks.

The only drawback is the lack of "notes" or "suggestions" for the teachers which are always helpful in planning for instruction.

LESSONS IN ENGLISH PRONUNCIATION FOR SPANISH SPEAKERS

Lesson Format

The book begins with a list of English phonemes and the symbols the authors use to represent them, five major types of pronunciation errors Spanish speakers make, an alphabetical list of errors, and a brief introduction to the corrective lessons. There are eight such lessons. Each begins by listing the objective and method of the lesson and the visual aids and time required. Then suggested procedures, explained in great detail, are presented. The drills involve three parts:

1. Discrimination--students passively notice a difference in a minimal pair.
2. Identification--students actively respond to differences
3. Production--students say words containing the sounds being practiced

Many of the drills require pictures; these are all included in the book.

Content: Grammatical

The lessons consist of drills in the following sound contrasts:

1. /b/ and /v/
2. /c/ and /s/
3. /iy/ and /i/
4. initial /sp/, /st/ and /sk/
5. / / and /a/
6. /u/ and / /
7. /t/ and / /
8. /z/ and /s/

Overall Evaluation Rating: 3

This book is a teacher's guide and not for student use. It lacks such features as self-tests, glossary, index, or appendices, which are actually unnecessary. The bibliography is small. The procedures in the lessons are good. The book is intended for teaching children, not adults, as evidenced by pictures both on the cover and inside. The paper used for the pictures to be held up to the class is non-glare. The book is set up for the teacher to use the suggested procedures in the lessons. If the procedures prove incompatible with a teacher's teaching style, the book could easily be almost useless. Instructions in the book are very clear.

LET'S HAVE FUN WITH ENGLISH

Lesson Format

This text contains 28 lessons. Suggestions for implementing the lesson are as follow:

1. Listen--new word is presented orally through the use of visual materials.
2. Repeat--students repeat the word several times and use it in a single sentence.
3. Discuss--material is presented orally, discussed, and used in original sentences.
4. Workbook--students read the story and do the exercise.
5. Notebook--students copy the material in a notebook, study the story, and write original sentences as homework.
7. Homework--checked daily for written and oral fluency.
8. Recitation--students read then relate the story using the words and concepts learned.

The Appendix includes skills to be taught, suggested activities, and a vocabulary list.

Content: Situational

Each lesson has a different situational topic. Examples are:

1. The family
2. School
3. Colors
4. Health
5. Vegetables we eat
6. Bedtime
7. Personal hygiene
8. The four seasons
9. Money
10. The fish store
11. Shopping
12. The circus

Overall Evaluation Rating: 3

The text format is simple and easy to understand. A teacher can easily use it without previous training. The pictures are inviting. Teacher instructions are explicit and clear. Learning activities are simple. The book is good for teaching vocabulary and simple present tense sentence forms. No role-playing, dialogue, or pairwork activities are included, but a teacher could easily develop some based on the material in the book. Activities never vary, so they could become boring, depending on the style of the teacher using the book. Some of the vocabulary seems to be more appropriate for children than for adults. The binding is of poor quality and the pages easily fall out of the book.

LEXICARRY: An illustrated vocabulary-builder for second languages

Lesson Format

This supplementary text is a collection of pictures designed to help ESL students build vocabulary. The pictures are arranged in six categories. Students review the numbered pictures and then write (in the blank space under each picture) the words, dialogs, or expressions that describe the picture. No definitions, pronunciations, or word usage are provided in the lesson; the back of the book contains a word list for each section with words keyed to the numbered items.

Content: Situational/Functional

Situations and functions are presented within six topics as follows:

1. Rituals--greetings, answering the phone, consoling, avoiding attention, etc.
2. Sequences--looking for something, falling, eating, going up, daily routines, etc.
3. Related actions--walking, scratching, speaking, etc.
4. Operations--making tea, mailing a letter, driving a car, etc.
5. Topics--domestic animals, clothing, the human body, numbers and shapes, etc.
6. Places--rooms of the house.

Overall Evaluation Rating: 2

Beginning ESL teachers would find this book very difficult to use. The teacher would have to be very creative to use the material with any effectiveness. One evaluator felt that some of the illustrations were difficult to identify and that the sequenced illustrations were also difficult to follow. The directions to the teacher provide a limited basis for guided instruction.

The author states that this book will work with any language but works best with a western language background.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
LIFESCENES LIFESKILLS																		
(Contemporary Books, Inc., 1986)																		
Developing Consumer Competence	A	15	10	40	20	15	-	-	I	50	Y	FS	O	-	4	1	4	4
Reading & Writing for Comprehension	S	5	-	40	40	15	-	-	I	50	Y	FS	E	-	4	1	4	4
LIFESKILLS (Addison-Wesley Pub. Co., 1982)																		
Lifeskills 1	S	25	25	15	10	10	5	10	B	30	Y	S	E	-	4	1	5	4
Lifeskills 2	S	25	25	15	10	10	5	10	B	30	Y	S	E	-	4	1	5	4
LIFESKILLS (Educational Design, Inc., 1985-1988)																		
Writing	S	5	-	10	75	10	-	-	I	45	Y	S	O	-	4	1	4	3
Reading	S	5	5	75	5	10	-	-	I	45	Y	S	O	-	4	1	4	3
Math	S	5	5	50	20	20	-	-	I	45	Y	S	O	-	4	1	4	3
Math-Exercise Supplement	S	5	5	50	20	20	-	-	I	45	Y	S	O	-	4	1	4	3
LIFESKILLS AND CITIZENSHIP (Addison-Wesley Pub. Co., 1985)	S	15	20	25	15	5	5	15	I	30	Y	S	O	-	5	1	5	4
LIGHT AND LIVELY (Harcourt Brace Jovanovich, 1979)	S	10	5	30	25	15	0	15	I	45	Y	S	O	NA	3	5	4	3

LIFESCENES LIFESKILLS: READING AND WRITING FOR COMPREHENSION
DEVELOPING CONSUMER COMPETENCE

Lesson Format

These are companion books each of which contains seven correlated chapters. Each book, however, has a different purpose and lesson format.

Reading and Writing for Comprehension

The lessons are based around short scenes from the lives of seven diverse adult and teenage characters. Each story contains four to eight scenes followed by "Questions About the Story" which are intended to help the student follow what's going on, to strengthen reading and writing skills, to encourage students to think and to provide practical application of information in the story. Following each story, exercises appear:

1. Main ideas and details--multiple choice responses about the story with a request to list at least one piece of evidence to support each selected response.
2. Sequence--a list of events from the story to be placed in proper order.
3. Matching--matching an item with a descriptor.
4. Vocabulary--from the story, mostly synonyms.
5. Reading between the lines--to help make inferences and understand characters, information, or ideas.

Developing Consumer Competence

Each lesson opens with a brief list of objectives and often a vocabulary list. Short reading selections follow. "Practice Problems" include various activities at appropriate places within a lesson. Problems related to consumer finance and consumer math are included--figuring discounts, budgeting (students prepare a personal budget), consumer credit, measuring time, computing payroll, using decimals, depreciation and amortization, calculating area, etc. Non-math activities include brief writing activities--filling out forms, using the newspapers, services by phone, etc.

Content: Functional/Situational

Reading and Writing for Comprehension:

1. Describing characters
2. Declaring/learning independence
3. Problems and decisions
4. Commitments
5. Self discovery
6. Making resolutions

Developing Consumer Competence:

1. Payroll and bank accounts
2. Budgeting income/renting a home
3. Comparison shopping/credit
4. Choosing transportation/resolving consumer complaints
5. Purchasing a home/home improvements
6. Starting and operating a business
7. Investments and taxes

Overall Evaluation Rating: 4

These books when used together give the ESL learner useful information and application of consumer coping skills in math and finance. Students learn to apply basic skills to everyday natural situations, as well as how to find and use available resources. The language is appropriate to everyday English use. Lessons are short enough to not overwhelm a learner, and the material is not overloaded with facts and data beyond that which is needed at the intended literacy level. Situations are realistic, and problems in the lives of the main characters relate to those which an ESL learner, new immigrant, or illiterate American experience.

LIFESKILLS
(Addison-Wesley Publishing Co.)

Lesson Format

Each of the two volumes contains 12 units. Each unit provides either practice of grammatical structures or a review of structures previously presented. Each unit is divided into 3 to 13 sections, each section presenting a different situational topic, e.g., going to the hospital or a yard sale. The sections include such activities as:

1. Reading selections
2. Selecting the correct word
3. Matching
4. Answering questions
5. Filling in blanks
6. Describing actions in pictures
7. Labelling pictures
8. Word puzzles
9. Discussing pictures
10. Multiple choice
11. Writing questions to match answers

Content: Situational

Topics in the unit sections of the two volumes include:

1. Names/addresses/phone numbers
2. Telling time
3. Families
4. Shopping
5. Housing
6. Writing checks
7. Health
8. Travel
9. Banking
10. Daily routines
11. Job hunting
12. Money matters
13. Food
14. Postal services
15. Occupations
16. Asking directions

Overall Evaluation Rating: 4

The content of the books is excellent; adults can easily relate to the topics presented and transfer them to their daily lives. The presentation is thorough. While the authors recommend the books for beginners, one evaluator identified the level as more appropriate for the intermediate student. The teacher's guide, although only one page, is good. One evaluator felt that the covers were rather uninviting.

LIFESKILLS
(Educational Design, Inc.)

Lesson Format

The four volumes are divided into units. Each unit is divided into 4 to 15 lessons and covers a different topic. The lessons in the first three volumes consist of a brief explanation of a few relevant points with a detailed illustration of a form, object, or math problem. New words are then defined. This is followed by one to three exercises (more in the math book). The exercises usually involve filling in a form (Writing), multiple choice (Reading), and working problems (Math). The Math E. S. book consists entirely of exercises, although each unit begins with a brief note about the material. The reading and writing books have sample forms in the back.

Content: Situational/Subject Matter

The units are:

Writing book:
1. Lists, outlines, summaries
2. Messages, notices, ads
3. Writing letters
4. Filling out forms

Math Book:
1. Handling money
2. Adding, subtracting, multiplying, dividing
3. Fractions, percents, decimals,
4. Word problems
5. Standard measures
6. Math situations

Reading book:
1. Reading labels
2. Following directions
3. Looking up information
4. Paying bills and taxes
5. Agreements and guarantees
6. Filling out forms and applications

Overall Evaluations Rating: 3

These books are very practical. They teach essential lifeskills, such as reading labels, filling in forms, and doing the most basic arithmetic. They rely heavily on illustrations and examples with little verbal explanation. This could feasibly help the language learner as well as the native speaker with limited reading ability. The exercises are very concrete because a person using the writing and math books is actually filling in forms or actually doing math problems as he would in everyday life. The books appear, however, to be for native speakers. The vocabulary is by no means basic; the authors seem to expect quite a bit of knowledge of English from the students. The notes, explanations, and exercises are not in simple English, therefore, at least an intermediate level of English is needed to understand them.

LIFESKILLS AND CITIZENSHIP

Lesson Format

This text consists of 12 units; each deals with one general topic and one to four grammatical structures. Each unit contains 7 to 12 specific topics, each on one page, and each consisting of one or more exercises along with illustrations, explanatory materials and forms, as appropriate. The exercises include filling in the blank, true-false, writing a paragraph, matching, writing questions, multiple choice, answering questions, ordering items, telling a story, and discussion with another student. Together, the units give a basic course in what a student should know to live in the U.S. and be a citizen.

Content: Situational

General topics covered are:

1. Health
2. Housing
3. Community resources
4. Buying food
5. Occupations
6. Buying clothes/appliances
7. Immigration
8. U. S. history
9. U. S. government
10. U. S. law
11. U. S. geography
12. American attitudes

Some examples of specific situations are:

1. Under health: one's medical history, counting calories, health insurance.
2. Under community resources: using the Yellow Pages, a train schedule, public education.
3. Under U. S. government: candidates and voters, the right to vote, government spending.

Overall Evaluation Rating: 4

Good materials. Each unit concentrates on one aspect of everyday living in American society and provides the student with a good basic knowledge in that area. The areas are well chosen for developing citizenship skills. The teacher's guide is entirely adequate although it is only one page of suggestions. There is a nice ethnic balance.

LIGHT AND LIVELY

Lesson Format

Each lesson includes the following:

1. A picture illustrating a short story by a famous author.
2. The story with marginal glosses of difficult vocabulary.
3. A list of idioms in the story.
4. A series of exercises related to the story, including:
   a. Comprehension questions
   b. Vocabulary building
   c. Three to eight grammar exercises
   d. Topics for writing and discussion.

A glossary and answer key are found in the back of the book.

Content: Situational

The stories are humorous and light, each independent of the others, and deal with:

1. Travelling
2. Banking
3. Shopping
4. Making formal complaints
5. Attending a university
6. Being on time
7. Wasting time
8. Getting drunk
9. Playing the harp

Overall Evaluation Rating: 3

The book is useful for improving reading comprehension and vocabulary. It may require a higher level of literacy than most intermediate level students possess. The stories are light, but the exercises are not, and the student might get bogged down in them. The teacher's orientation in the introduction is adequate. Only white Americans are depicted in the stories.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
LINE BY LINE: ENGLISH THROUGH GRAMMAR STORIES (Prentice Hall, 1983)																		
Book 1 (1A,1B)	S	20	20	25	5	5	5	20	I	40	Y	S	LEA	-	4	1	5	4
Bock 2 (2A,2B)	S	20	20	25	5	5	5	20	I	40	Y	S	LEA	-	4	1	5	4
LISTEN & SAY IT RIGHT IN ENGLISH! (National Textbook Co., 1985)																		
Student text	S	35	35	10	5	10	-	5	I	50	Y	SF	NA	-	4	1	5	4
Teacher's manual	S								I					4	4			4
Three cassettes	S	45	40	-	-	10	-	5	I	6+	N	SF	NA	-	4	1	5	4
LISTENING IN & SPEAKING OUT (Longman, Inc., 1981)																		
Text	A	30	35	15	10	10	-	-	A	30	Y	S	NA	-	4	5	4	4
Tape recordings		Not available for review.																
LISTENING IN THE REAL WORLD: CLUES TO ENGLISH CONVERSATION (Lingual House Publishing, 1978)																		
Text	G	45	35	10	10	-	-	-	IA	40	Y	S	A	3	4	1	4	4
Cassettes (5)		Not available for review.																

LINE BY LINE: English Through Grammar Stories

Lesson Format

At the front of each volume there are suggestions to the teacher about how to use the lessons in the classroom. Following this are the lessons--30 in Book One and 20 in Book Two. Each lesson consists of three to five reading selections, each from two to ten sentences in length. The selections may together form a story or may relate parallel experiences. All selections in a lesson provide practice in the same grammatical structure, and all deal with real-life topics. After each selection there are a number of questions about the selection. At the end of each lesson is an exercise to enable the students to talk about the topic of the lesson in their own words--usually involving their own experiences. There are two word lists at the end of each volume: one is an alphabetical list by chapter, and one is an alphabetical list of all words in the book.

Content: Situational

The book includes a large variety of situations, e.g., students in the class, in the park, a wedding, Christmas shopping, dogs, getting a job, food, cars, getting a driver's license, a bad day at the office, friends, a person's not doing as well as she should have, rumors, unfair accusations, teenagers and parents, department stores, and wishing something had happened differently.

Overall Evaluation Rating: 4

These books are good supplementary material for developing speaking and reading skills. The language is appropriate for the intermediate level. The teacher's introduction at the beginning of the volumes has many good suggestions. The stories are profusely illustrated with excellent, light-hearted drawings. The format is tight and well-controlled, The sections at the end of each lesson that lead the student into applying the lesson to his/her own life's experiences are well done.

LISTEN AND SAY IT RIGHT IN ENGLISH!

Lesson Format

The student text has 22 units correlated with three cassettes. Each unit consists of:

1. Listening to pairs of sentences--one in formal register and one in informal register. Together, they make up a formal conversation and an informal conversation, both on the same unit topic.
2. Dialog exercise--for practicing the above conversations.
3. Listening to pairs of sentences--identify words as formal or informal.
4. Rewriting a formal conversation, presented in comic strip format, in an informal register.
5. Filling in missing words in a conversation.
6. A list of useful expressions not found in the conversations.
7. A role-play exercise.

The teacher's manual contains special cultural notes on the units, complete tapescripts, and answer keys to the exercises in the student text.

Content: Situational/Functional

Each unit deals with a different situation, for example:

1. Greetings
2. Small talk
3. Giving a compliment
4. Money (buying)
5. Getting directions
6. Meals
7. Making reservations
8. Shopping
9. Asking a favor
10. Troubles

All parts of a unit relate to its topic.

Overall Evaluation Rating: 4

The purpose of the text and tapes is to teach the "formal" and "everyday", or informal, registers of English speech so that students are able to recognize them. This is done well. The tapes are essential, since many differences in register are not normally written. The audio quality of the tapes is very good and the voices are clear and easy to listen to. The student text format is attractive; the colored bands for headings and the cartoon strips break up the pages nicely. The situations covered are very practical. The teacher's manual does not give any teaching notes, it is mostly devoted to answer keys; however, it does have some good general suggestions on using either register. Some teachers may feel that an entire book devoted to speech registers is too much, but that it would serve for a six-week course as part of a program of English courses forming an integrated curriculum. All-in-all, nicely done but rather specialized

LISTENING IN & SPEAKING OUT

Lesson Format

The activities are based on two kinds of recordings--monolog and dramatization. The lesson format is as follows:

1. Tuning in--review of new vocabulary.
2. Summing up--comprehension questions, oral or written.
3. Retelling--personal version of the monolog.
4. Filling in--a close activity based on transcription.
5. Speaking out--students choose a topic for oral practice.
6. Talking it over--oral discussion of mood, setting, relationship, and interactions of speakers in dramatization.
7. Focusing in--focuses attention to language forms and functions in dramatization (idioms, grammar errors, pauses, incomplete sentences, colloquial expressions, etc.).
8. Taking part--students act out their own dramatization based on the recording and the language functions.

The material is not sequenced and may be covered in any order.

Content: Situational

This text appears to have been organized around situational conflict:

1. Being honest
2. Arguing about money
3. Making decisions
4. Going out/celebrating
5. Arguments
6. Applying for credit
7. Travel
8. Shopping
9. Returning merchandise
10. On the job

Overall Evaluation Rating: 4

The situational content and the related activities are effective and appropriate for the intent of the text. What makes the book most interesting is the spontaneous conversations. Listening to unrehearsed conversations gives students an opportunity to compare "classroom English" to "everyday English." The student should be able to gain conversational English confidence with peers and then transfer these skills to everyday life situations. The exercises found in the book appear to be good for developing listening, speaking, and writing skills. This text is suitable for the advanced intermediate or advanced ESL student.

LISTENING IN THE REAL WORLD: Clues to English Conversation

Lesson Format

The book is divided into three parts. Part One contains 36 lessons each consisting of a presentation of a reduced form of English by means of examples and one or two discrimination exercises. Part Two contains 200 short situational dialogs with some words replaced by blanks. Part Three contains "activation exercises", based on the situations from the dialogs and incorporating the reductions. Two appendices contain the answers to the exercises in Part One and the dialogs of Part Two with the blanks filled in. Past One and Part Two are on a cassette.

Content: Situational

Dialogs are developed around real world situations, such as:

1. Eating and drinking
2. Apartment living
3. Staying at hotels & motels
4. Talking on the phone
5. Taking care of business
6. Making excuses

Overall Evaluation Rating: 4

This book provides good drills using reduced forms of English. The presentation of reductions in dialogs is helpful. The dialogs are very natural, varied, and useful. Some teachers may not choose to teach reductions with drills but may prefer to incorporate reductions in conversation; for them this is not the book to use. The dialogs in this book are good for any class even if there is no intention of teaching reductions. The authors have selected the more common reductions in English; there are many more. Teaching only 36 reductions in 143 pages may seem like overkill to many teachers, and many may feel they cannot devote that much time to reductions.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
LISTENING TASKS (Cambridge Univ. Press, 1984)																		
Student's Book	S	40	15	15	15	15	-	-	I	20	Y	SF	NA	-	4	1	5	4
Teacher's Manual	S								I					4	4			4
Cassette	S	60	40	-	-	-	-	-	I	1	Y	SF	NA	-	3	1	5	4
LISTENSPEAK (Kendall/Hunt Publishing Co., 1983)	A	20	20	10	5	-	45	-	I-A	100	Y	G	A	-	4	3	5	4
LIVE ACTION ENGLISH (Alemany Press, 1986)																		
Student/Teacher Text	S	40	25	10	5	5	10	5	6	60	N	S	TRP	-	3	3	4	3
2 Cassettes		Not available for evaluation.																
LOOK WHO'S TALKING (Pergamon Press, 1981)	S	20	50	10	5	15	-	-	B-A	65	Y	SF	NA	-	4	2	5	3
LOOKING AT ENGLISH (Prentice Hall, 1981-1983)																		
Book One	A	15	15	15	10	10	15	20	B	70	Y	GS	E	-	4	3	5	4
Book Two	A	10	10	15	15	10	15	25	B	60	Y	GS	E	-	4	3	5	4
Book Three	A	10	10	20	20	10	10	20	B	60	Y	GS	E	-	4	3	5	4
Teacher's Manual	A								B					5	4			4

LISTENING TASKS

Lesson Format

This book contains twenty lessons. The procedure for introducing each lesson is as follows:

1. Before listening--activities for introducing new language and for setting the scene.
2. Listening task--students listen to a recording as many times as necessary to get required information, then answer questions and discuss responses.
3. Reading task--practice in identifying details, skimming, and locating information.
4. Writing task--filling out forms, writing letters, writing instructions, writing reports, etc.

The teacher's guide contains tapescripts of recordings, list of functions, key vocabulary, notes on how to introduce lessons, and suggestions for follow-up activities.

Content: Situational/Functional

Examples of situations and functions are:

1. Using a bank
2. Following instructions
3. Weather
4. Apartment hunting
5. Talking about television
6. Moving in
7. Making travel plans
8. Renting a car
9. Running errands
10. Finding out what's going on
11. Asking/giving information
12. Giving instructions
13. Describing
14. Giving an opinion
15. Suggesting/discussing
16. Making comparisons
17. Understanding/giving directions
18. Taking/leaving messages
19. Predicting

Overall evaluation Rating: 4

This book has a good variety of topics. The situations are about everyday situations that students will likely encounter. The dialogues sound very natural and speaking is at normal speed. The book is intended to give students practice in listening to English at normal speed. Vocabulary is comprehensible to most intermediate students. Quality of the tape is good. The teacher's book has useful comments and good follow-up activities. The pages of the student book are full to the point of being cluttered, but the shortness of a lesson makes it unlikely that a student will be confused. The dialogues may be too difficult for low-intermediate students but should be appropriate for high intermediate.

LISTENSPEAK

Lesson Format

The book has five parts: a description of the speech mechanism and the American English sound system; a description of syllable and stress patterns; consonants; vowels; and, diphthongs.
The instructional sequence is as follows:

1. Listening/speaking--identifying and perceiving differences between target sounds.
2. Listening/writing--underlining, circling, segmenting words into sounds and syllables to sharpen listening acuity.
3. Homework/review--reinforcing class work with written exercises; reading dialogues at home preparatory to presentation in class.
4. Reading/discussion--using dialogues as simulated conversation.

Suggestions for testing and an index, found at the back of the book, are helpful. There are a few illustrations of the mouth in chapter one which are also helpful.

Content: Subject matter

The book covers:

1. The American English sound system
2. Syllable and word stress
3. Consonants and vowels
4. Fricatives/affricatives
5. Nasals
6. Lateral and glides
7. Diphthongs
8. Consonant clusters

Overall Evaluation Rating: 4

This book is above average if used with the right target group of students, i.e., advanced students who need intensive work in pronunciation, although the authors state that it is intended for the intermediate ESL level. There are several limitations for its use at this level:

1. The author assumes that the student has a substantial knowledge of oral and written English but is having difficulty being understood or wishes to change his pronunciation to that of standard American English.
2. A good knowledge of English and a fair amount of educational sophistication are needed to read the explanations of sound production, the speech mechanism, and the stress patterns.
3. There is no teacher's guide. The teacher must have training in phonetics and linguistics or be intelligent enough to understand the material from the explanations in the book.

The book is highly specialized and very helpful for advanced ESL students who need intensive work on pronunciation. This book fully and competently fulfills this need with clear, although sophisticated, explanations and abundant practice.

LIVE ACTION ENGLISH

Lesson Format

The book begins with sections addressed to the teacher:

1. How to use the book with low-level beginners.
2. General procedures for acting out each series of commands including setting up, demonstrating the commands, doing them as a group, writing them, repeating them, question and answer, having students give the command, and having students work in pairs.
3. Creative adaptation of the command series to other real-life situations, including creating new series.

Following these sections, there are 66 series of commands, each series commanding actions that together constitute a procedure (e.g., lighting a candle, opening a present, changing a light bulb). Each series is illustrated with drawings.

Content: Situational

The 66 series of commands each deal with a different subject, such as: washing hands, taking a pill, sharpening a pencil, cleaning up a broken glass, going to the moon, taking a plane, chasing a thief, writing a letter, going swimming, toasting bread, driving a car, being a dog and chasing a cat, visiting a doctor, doing a magic trick, painting a picture, and getting up.

Overall Evaluation Rating: 3

The series of commands in this book cover a wide range of topics. One evaluator felt they were not relevant to the students' lives and another thought they were very relevant and practical (e.g. sewing on a button and using a phone). One evaluator felt the commands assumed the students were not very bright. Another said the situations were excellent. Another felt they were appropriate and extremely flexible and that they had good variety.

LOOK WHO'S TALKING

Lesson Format

This is a teacher's guide intended to develop functional interaction techniques (conversation skills) by careful sequencing of the following strategies:

1. Restructuring--students and teacher interact as a group; communication is usually non-verbal and non-personal.
2. One-centered--one student is in the spotlight; communication can be personal or non-personal and may entail as much or as little verbalization as the student wishes.
3. Unified group--all group members must participate to complete the activity; teacher is rarely involved.
4. Dyads--interpersonal communication in pairs.
5. Small group--students converse; teacher facilitates.
6. Large group--students converse; teacher facilitates.

Content: Situational/Functional

The activities involve many things and ideas, both personal and non-personal. Some examples are:

1. Personal information
2. Clothes
3. Personal experiences
4. Proverbs/puzzles
5. Teachers
6. Personality
7. Gathering information
8. Reporting
9. Problem solving
10. Personal values
11. Beliefs
12. Feelings

Overall Evaluation Rating: 3

The book is well-written and has many interesting activities. Some of them might seem a little childish to some students, but they should keep the class lively and interesting. Many activities involve writing by only one person (a group "secretary"); others involve some writing by the group. Since the teacher does not need to utilize all the activities but can select those which are more appropriate, he/she can avoid those which involve writing by the whole group when the class has limited literacy skills. One evaluator felt that the activities seemed more like "psychology" (encounter group?) activities than ESL and felt that a teacher using these needed some special training in psychology.

LOOKING AT ENGLISH

Lesson Format

The three volumes have 22, 21 and 17 lessons respectively. Each lesson covers several grammatical topics and is divided into several parts. Each part may typically be as follows:

1. A reading
2. Describing pictures
3. Pictorial or verbal description of a grammatical point
4. Filling in blanks
5. Q&A in pairs
6. Answering questions
7. Sentence creation
8. Composition writing
9. Matching
10. Sentence combination
11. Pronunciation
12. Asking questions
13. Puzzles and games
14. Homework exercises

An extensive preface to each volume explains the format and gives teaching suggestions. Appendices include an answer key, additional activities, and a glossary of terms and symbols used. An index provides a listing of English structures necessary for the beginning student.

Content: Grammatical/Situational

Subject Matter

1. Subject
2. X-words (modals)
3. Contractions
4. Adjectives/determiners
5. Alphabet, numbers, time
6. Prepositions
7. Nouns/pronouns/verbs
8. Verb tenses
9. Conditional
10. Intonation
11. Linkers
12. Superlatives

Situations

1. A surprise party
2. Summer vacation
3. Laid off the job
4. A new car
5. At the circus
6. A new job
7. Going to a discotheque
8. Exchanges/complaints
9. Going shopping
10. A broken arm
11. Going to the movies
12. At the Post Office

Overall Evaluation Rating: 4

These books are appealing. They include a variety of activities and abundant stick-figures and other drawings that are very clear, although somewhat primitive in appearance. As with many texts, the instructions to exercises are written in intermediate/advanced English. However, with help from the teacher, they are not difficult to figure out. The teacher's manual and the preface to the volumes are so detailed that a teacher with little training could use the books. The authors eliminate grammatical explanations by using symbols and letters, which is very effective. The books focus on the four language skills with an emphasis on reading and writing. The vocabulary, sentence types and situations are practical and appropriate for most students.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
MAX IN AMERICA (Pro Lingua Associates, 1987)																		
Book One	S	20	25	5	25	15	5	5	B	21	Y	SF	E	-	3	3	4	4
Book Two	S	20	25	5	25	15	5	5	I	21	Y	SF	E	-	3	3	4	4
Teacher's Handbook	S								B-I					4	3			4
MAY I HELP YOU? LEARNING HOW TO INTERACT WITH THE PUBLIC (Addison-Wesley Pub. Co., 1987)																		
Student's Edition	V	20	25	25	15	5	5	5	I	30	Y	FS	O	5	4	3	5	5
Teacher's Edition	V								I					5	4			5
Cassette Tape	V	50	40	-	-	-	10	-	I	10	N	FS	O	5	5	3	5	5
MEANING AND THE ENGLISH VERB, 2nd Ed. (Longman, Inc., 1987)	A	10	10	40	-	-	-	40	A	300	Y	G	O	-	3	-	5	1
MEETING BASIC COMPETENCIES IN COMMUNICATION: A WORKSTUDY BOOK TO IMPROVE COMMUNICATION SKILLS IN WRITING, SPEAKING, AND LISTENING (Frank E. Richards Pub. Co., Inc., 1979)	S	20	-	25	30	-	-	25	B	45	Y	F	E	-	4	1	5	3

MAX IN AMERICA

There are two student volumes of 18 units each. The units are almost exclusively pictures without captions or accompanying text, which encourages interpretation. The texts related to the pictures are printed together at the back of each volume. Both books are about a tourist coming to the U. S. for a visit. Each unit deals with one aspect of travel to the U. S. or of American life. The teacher's handbook gives a general introduction and then step-by-step procedures for the teaching of each lesson. Each unit contains four to seven procedures (activities) with notes on how to do them, e.g., listening, dictation, dialogue, answering questions, and free-writing.

Content: Situational/Functional

The narrative of Max's visit to the U. S. includes units on:

1. Identifying people
2. Making introductions
3. Going through customs
4. Making plans to meet
5. Asking directions
6. Mailing something
7. Beginning the day
8. Making a phone call
9. Talking about traveling
10. Looking for something
11. Going to a party
12. Buying groceries
13. Weddings and births
14. Being interviewed
15. Visiting the doctor
16. Talking about language

Overall Evaluation Rating: 4

These books realistically present situations that a tourist or recent immigrant to the U. S. might encounter. They differ from most texts in that students see only pictures and must produce the verbal material themselves. Once they have done this, they can check the text in the back of the book. This helps the student to become independent of written forms, as well as to learn words and structures quickly without the need of processing written forms. Since the pictures can be interpreted differently they allow some variation in individual expression. A teacher can use them to stress writing or oral skills. The teacher's handbook thoroughly explains how to teach each unit. The book is intended for upper beginning and lower intermediate students. It is appropriate for that level.

MAY I HELP YOU? Learning How to Interact with the Public

Lesson Format

The text consists of six chapters each dealing with areas of concern to employees in the service sector of the economy. Each chapter follows the same format:

1. Overview--examples of expressions studied in the chapter.
2. Interacting--interactions on tape, comprehension questions, exercises for producing customer-employee interactions, role play, and a checklist to evaluate the role-play.
3. Learning the language--practice in listening and responding to encounters containing unclear speech.
4. Making it work--small groups create vocabulary lists applicable to particular situations.
5. Moving up faster--presentation of communication skills needed for moving beyond entry-level positions.
6. Progress reports--help in evaluating communication skills demonstrated in role plays.
7. Case studies--examples of particular linguistic and cultural problems that students may encounter.
8. Getting down to basics--practice in reading, writing, and math through communicative activities.
9. Out in the real world--activities and reports on site visits.

The teacher's edition addresses concerns and questions that a teacher would be likely to have. It also provides transcriptions of the dialogs on the tape, answers to exercises, and a number of comments and suggestions about particular activities in the chapter.

Content: Situational/Functional

1. Understanding what a customer wants
2. Responding to simple requests for information
3. Dealing with mistakes
4. Dealing with complaints
5. Dealing with special requests
6. Moving up the career ladder

Overall Evaluation Rating: 5

The text is excellent. It uses a communication skills approach and is well suited for the intermediate student. The situations are realistic. The teacher's guide is easy to use; the instructions are simple and explicit. The Progress Notes section of each lesson provides feedback for both student and teacher. The variety of activities and exercises helps students to learn communicative strategies necessary in service-sector jobs. The materials provide for both guided and spontaneous interaction. These materials will help students acquire the confidence and flexibility that future employers expect.

MEANING AND THE ENGLISH VERB

Lesson Format

This material contains 177 short lessons on the correct use and meaning of the English verb. The material was developed in England, but it appears equally applicable to American verb usage. Each lesson presents a rule or demonstrates correct usage which is discussed briefly. This is often followed by one or more examples of the rule or concept in use. There are no written or review exercises.

Content: Grammatical

Grammatical verb structures are presented in the following sequence:

1. Simple present and past tenses
2. Progressive aspect
3. The expression of past time
4. The primary modal auxiliaries
5. The expression of future time
6. Indirect speech
7. Theoretical and hypothetical meaning

Overall Evaluation Rating: 1

This supplement provides no opportunity for the student to determine mastery. No exercises are included, few examples are given to illustrate each of the 177 points, and the brief discussion of each rule or concept is technical. The only grammatical concept considered is the correct use of the verb; no other grammatical forms are presented. One evaluator felt this was not at all appropriate for the ESL student due to the comprehension level required for use, but that it was best used in ABE or GED classes. Even there, the material might be inappropriate.

MEETING BASIC COMPETENCIES IN COMMUNICATION: A Workstudy Book to Improve Communication Skills in Writing, Speaking and Listening

Lesson Format

The book contains 62 one-page lessons. Each lesson begins with the teacher reading the directions for the lesson printed at the top of the page. A simple written exercise follows. These exercises begin with a lesson to practice handwriting, and then progress in difficulty throughout the material, ending with a written composition. Lessons include using words in a sentence (mostly proper verb form), inserting correct punctuation and capitalization, filling out simple forms, and writing short notes. A black line is drawn across the bottom of each page separating the lesson from a one-question quiz, the answers for which are found in the back of the book.

Content: Functional

This workstudy book was designed to help the teacher assess the student's basic communications skills. Some of the exercises included to achieve this goal are:

1. Improving handwriting
2. Writing messages, letters, and notes
3. Giving directions and reading a map
4. Filling out various forms--order blanks, voter registration forms, warranty cards, drivers license, etc.
5. Writing checks
6. Reading and responding to newspaper ads

Overall Evaluation Rating: 3

The competency-based exercises in this workbook are useful in helping students meet minimum graduation standards in communications. The experiences are relevant to situations that a student learning English might face. It would no doubt be a good supplement to an ESL program.

One evaluator felt that the material lacks detail in the exercises; another evaluator felt that there is a lack of oral language practice.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
MMC: DEVELOPING COMMUNICATIVE COMPETENCE IN ESL (University of Pittsburgh Press, 1985)																		
Part 1. Lessons 1-11	S	20	30	15	-	10	5	20	BIA	45	Y	GS	A	3	4	2	4	3
Part 2. Lessons 12-22	S	20	30	15	-	10	5	20	I-A	45	Y	GS	A	-	4	2	4	3
Audio cassettes (2)		Not available for review.																
MODERN AMERICAN PROFILES (Harcourt Brace Jovanovich, Inc., 1975)	G	5	15	50	15	10	-	10	A	60	Y	S	E	-	4	1	5	3

MMC: DEVELOPING COMMUNICATIVE COMPETENCE IN ESL

Lesson Format

The two volumes consist of 11 lessons each. Each lesson contains:

1. A short introductory passage to set the scene.
2. A vocabulary list--to be used at home.
3. Several sections containing:
   a. A "mini dialog" of from zero to three sentences.
   b. A grammatical generalization stated and illustrated.
   c. A series of grammar exercises, including substitution, transformations, and question format.
4. A long dialog utilizing grammatical structures studied in the lesson.
5. An activities section in which students will use their knowledge of English in discussion and in acquiring information.

Each lesson has a different topical theme, and the drills and dialogs relate to this theme. Each volume has an introductory section explaining to the teacher how the lessons are divided and giving suggestions on how to use them. Each volume also has an appendix of phonetic symbols and an index of grammatical topics.

Content: Situational/Grammatical

Examples of the situations are:

1. In the cafeteria
2. Hostess gifts
3. The telephone
4. Misunderstandings
5. Superstitions
6. Vacation plans

Grammatical topics cover a conventional beginning to advanced range beginning with the verb "be" and question formation through past tense contrary-to-fact conditional and present perfect passive sentences.

Overall Evaluation Rating: 3

This book follows a rigid series of grammatical patterns, providing students with mechanical, meaningful, communicative drills on grammatical patterns before any spontaneous activity occurs. Teachers who agree with this approach will find this book good; others will find it useless. The activities to be performed outside of the classroom would be good in any teaching method, but these form a small part of the text. The books have no illustrations. The section addressed to the teacher has several good suggestions.

MODERN AMERICAN PROFILES

Lesson Format

This text contains ten reading selections about prominent Americans. The reading selections are followed by exercises, such as: comprehension questions, vocabulary exercises, grammar exercises, and topics for discussion or writing. The reading selections are ten to fourteen pages in length with difficult words glossed in the margin. Each is preceded by a picture of its subject.

Content: Subject matter

The subjects of the readings are:

1. Neil Armstrong
2. Marilyn Monroe
3. Martin Luther King, Jr.
4. Malcolm X
5. Leonard Bernstein
6. J. Robert Oppenheimer
7. Norman Mailer
8. Andrew Wyeth
9. Margaret Mead
10. Frank Lloyd Wright
11. The Kennedys

Overall Evaluation: Rating 3

The readings are very interesting. The choice of individuals is good; they are people who have lived interesting lives and contributed much to American life. Vocabulary is controlled, so the reading is not too difficult, although it is advanced. The exercises are appropriate. The biographies leave out some unsavory aspects of the lives of some of the individuals, but what remains is very interesting.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
THE MONEY SERIES (Hopewell Books, 1977-1978)																		
Teacher's guide	S													4	3			
How to Buy Clothes	S	20	10	20	10	40	-	-	B	25	Y	S	LEA		3	1	4	4
Where to Get Medical Help	S	20	10	20	10	40	-	-	B	25	Y	S	LEA		3	1	4	4
How to Budget Your Money	S	20	10	20	10	40	-	-	B	25	Y	S	LEA		3	1	4	4
Insurance	S	20	10	20	10	40	-	-	B	25	Y	S	LEA		3	1	4	4
How to Buy Food		Not available for review.																
Buying Furniture		Not available for review.																
Finding a Place to Live		Not available for review.																
How to Borrow Money		Not available for review.																
Banking		Not available for review.																
Buying a House		Not available for review.																
THE MOST COMMON ERRORS IN ENGLISH USAGE AND HOW TO AVOID THEM (Arco Pub. Co., 1983)	A	-	-	30	-	20	-	50	A	150	Y	G	O	-	4	1	5	1
THE NEW ARRIVAL: STORIES AND ACTIVITIES FOR LANGUAGE DEVELOPMENT (The Alemany Press, 1982)																		
Book One	S	10	15	30	20	15	-	10	I	25	Y	S	E	-	3	1	4	3
Book Two	S	10	20	40	10	15	-	5	I	25	Y	S	E	-	3	1	4	3

THE MONEY SERIES

Lesson Format

Each book consists of sentences giving information about topics relevant to the subject of the book. The sentences are grouped into subtopics, each of which covers from one to five pages. For example, in the book on buying clothes, examples of subtopics are "My Size" (one page) and "The Fabric" (six pages). There are also a few exercises, usually fill in the blank. Teacher-student discussion of the text, the photographs, and the illustrations are encouraged for improving comprehension skills. The Teacher's Guide includes annual goals, short-term objectives, suggested activities, and a list of specialized vocabulary words related to the specific topic for each book.

Content: Situational

The situational content of the four volumes evaluated is as follows:

1. Where to Get Medical Help: doctor's office, emergency rooms, hospital clinics, mental health clinics Alcoholics Anonymous.
2. How to Budget Your Money: consequences of not budgeting, writing a budget, saving, integrating budgets after marriage.
3. Insurance: automobile, homeowner's, tenant, health, etc.
4. How to Buy Clothes: where to shop, size, fabric, quality, colors, buying a coat, shoes, hosiery, clothes care, washing, mending.

Overall Evaluation Rating: 3

The books are paperback and have no title page, preface, introduction, table of contents, appendix or index. They immediately begin with material to be presented and exercises for the student. They do, however, give useful information which would be especially beneficial to new immigrants to the U. S. who know little of American culture and lifestyles. The books may be used separately or as a series. The sentences are simple and clear and suitable for beginning or intermediate students. The photographs and drawings are clear and appropriate. Use of the book followed by field trips, as suggested in the teacher's guide, would provide a very interesting and useful experience for students. The teacher's guide has many good ideas--logistically difficult for some classes. It is suggested that role play would be appropriate with these books, too. The series is geared to those with low to moderate incomes.

THE MOST COMMON ERRORS IN ENGLISH USAGE AND HOW TO AVOID THEM

Lesson Format

The book is divided into 9 chapters. Each chapter contains numerous grammar rules appropriate to the topic of the chapter, and at least one example of each rule is included. There are no written exercises, and chapters are not broken down into lessons. Grammar rules follow each other throughout the material with no break between rules. A topic index is included.

Content: Grammatical

The 9 chapters and the grammatical structures presented in each are:

1. Introduction to grammar--a review of parts of speech
2. Naming words--case
3. Agreement and reference
4. Tense of verbs and verbals
5. Mood and voice
6. Modifiers
7. Connectives
8. Punctuation and good sentences
9. Common usage errors.

Overall Evaluation Rating: 1

This book is not a text--it is a pocket handbook for personal use and reference. For this reason it is inappropriate for ESL students who generally need guidance and instruction. It is boring and dry for a limited speaker of English. The author supplies only the briefest examples of grammar to illustrate the multitude of grammar rules included. Rules are stated very briefly with little explanation. This text was not designed for the ESL learner. In Chapter 9, common usage errors (obvious errors which should have been included) are not there, i.e., lie-lay, sit-sat.

THE NEW ARRIVAL: Stories and Activities for Language Development

Lesson Format

Book One contains 21 short stories, and Book Two contains 20 short stories. The typical format for each story is as follows:

1. Story--brief narrative story begins each lesson.
2. Vocabulary--review vocabulary, new vocabulary, and several reviews of verbs, tenses, and expressions, presented in list form with no comments with regard to meanings or usage.
3. Exercises--fill-ins, true or false, vocabulary practice, grammar practice, "tell me" (how do you feel when ...), dialog, completions, etc. The exercises in Book One are much simpler than those in Book Two. Book Two stresses more oral practice.

Content: Situational

The short stories all deal with various aspects of the life of a young Laotian refugee named Sitha.

Book One deals with Sitha's life on his family's farm in Laos, his experiences during the war (only mentioned briefly), and his relocation to a refugee camp. Experiences in the camp are discussed by the class.

Book Two begins with Sitha's arrival in America. Situations included are buying food, calling a friend, meeting people, learning English, employment, the police, buying clothing, money, and locating a place to live. The final lesson in the book calls for the student to write "My Story."

Overall Evaluation Rating: 3

The authors developed this material primarily for Hmong and Lao refugees. Book One includes experiences they have been through as refugees or will go through in immigrating to America. This concept is good for this particular group of learners, and it is done well; however, it will not be relevant to any other group because of the specific content. Situations in Book Two are much more appropriate to all groups of ESL learners, but they are presented with a Southeast Asian perspective.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
NEW BEGINNINGS IN READING																		
(Contemporary Books, 1985)																		
Placement Test	S	-	-	70	-	15	15	-	B	1	N	S	E		4	1	4	5
Instructor's Guide	S								B-I					4	4			4
Groundbreaker Exercises	S	5	5	40	10	30	10	-	B	30	N	S	E	-	4	1	4	5
Book One	S	5	5	45	10	25	10	-	B	30	Y	S	E	-	4	1	4	5
Book Two	S	5	5	45	10	25	10	-	B	30	Y	S	E	-	4	1	4	5
Book Three	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
Book Four	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
Book Five	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
Book Six	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
Book Seven	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
Book Eight	S	5	5	45	10	25	10	-	I	30	Y	S	E	-	4	1	4	5
THE NEW OXFORD PICTURE DICTIONARY																		
(Oxford Univ. Press, 1988)																		
Dictionary	S	-	-	-	-	50	50	-			Y	S	NA	-	4	1	4	5
Beginner's Workbook	S	-	-	25	25	25	25	-	B	50	Y	S	NA	-	4	1	4	5
Intermediate Workbook	S	-	-	25	25	25	25	-	I	50	Y	S	NA	-	4	1	4	5
Cassette Tapes		Not available for review.																
Vocabulary Playing Cards	S	20	30	-	-	50	-	-	B-I	-	N	S	NA	-	5	1	5	5
Wall Charts	S	20	30	-	-	50	-	-	B-I	-	N	S	NA	-	5	1	5	5
Teacher's Guide		Not available for review.																

NEW BEGINNINGS IN READING

Lesson Format

The emphasis in this series is in teaching reading through a sight word approach, a sound-symbol approach (phonics), and a contextual analysis approach (using familiar words to understand non-familiar words). Each lesson follows a similar format and includes:

1. New words--new vocabulary presented in isolation and in context.
2. Pictured words--pictures used as clues for reading words.
3. Play--new vocabulary presented in context of a play.
4. Tips to improve reading--student/teacher discussion of reading techniques.
5. Skill building--reinforcement through filling in the blanks.
6. Quiz--comprehension questions.
7. Reading to know others--questions based on facts.
8. Time to write--reinforcement through language experience.
9. Sounding it out--basic phonics patterns.
10. On your own--independent readings and exercises.

Content: Situational

Each lesson is presented through a situational topic, such as:

1. Health
2. Consumer economics
3. Employment
4. Housing
5. Government
6. Famous persons
7. Book reviews
8. Personal experience

Overall Evaluation Rating: 5

This is an excellent series with adult themes designed to take students from a very low reading level to a 3rd grade reading level. The readings provide role models for the students and show why reading is important. Progress is gradual so a student is not overwhelmed by the rate at which he moves through the books. Useful tips to improve reading are helpful and encouraging to the student. The variety of activities prevents boredom and provides practice in all aspects of elementary reading. More advanced skills, such as skimming and reading for main ideas, are not included. The series can be used effectively with individuals or small groups. The pretests and posttests keep students and teacher abreast of progress. The teacher's guide provides general guidelines for working with adults as well as suggestions for using the series.

THE NEW OXFORD PICTURE DICTIONARY

Lesson Format

Students first review illustrations in the dictionary and identify items. Practice is done on pronunciation, and the illustrated items are discussed with regard to precise meanings and correct pronunciation. In some cases, actual items may be displayed and discussed. Exercises are then done in the workbook.

1. Beginner's Workbook. Lessons are simple and consist of an exercise called "Look at the Picture, Write the Word." The student then does other very simple exercises such as fill-ins, sentence completions, drawing, etc., all designed around the illustration.
2. Intermediate Workbook. The same material presented in the beginning workbook is covered with a higher level of comprehension and usage emphasized. Written exercises are a little more detailed. Exercises are fill-ins, matching, original compositions, essays on a subject, etc.

Content: Situational

This picture dictionary, with over 80 detailed full-color full-page drawings, organizes material to emphasize vocabulary comprehension and correct pronunciation of the names of many common items. Lessons cover a variety of topics such as the family, various foods, quantities, clothing, the home, transportation, plants and animals, travel, agriculture, occupations, and sports. All definitions are of concrete items; the abstract is not covered.

Overall Evaluation Rating: 5

This is an excellent teaching tool. Students are given an illustration of the word in picture form, the definition of the word (by the teacher), and the correct pronunciation of the word. The exercises in the workbook then help develop correct usage of the word.

The lessons are fairly brief but can be richly supplemented; they need not be covered in order but may be undertaken as needed by the students. There is no particular emphasis on grammar rules in the workbooks but correct usage is learned through written practice.

The Vocabulary Playing Cards and the wall charts provide excellent opportunities for class or small group activities for additional reinforcement of the vocabulary presented in the Dictionary and used in the workbooks.

Title and Components	Purpose/Focus	Skill Areas: Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar	Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
A NEW START: A FUNCTIONAL COURSE IN BASIC SPOKEN ENGLISH AND SURVIVAL LITERACY (Heinemann/Dormac, 1982)																		
Student's Book	S	15	20	20	15	10	10	10	B	60	N	SF	O	-	4	1	5	4
Teacher's Book	S	-	-	-	-	-	-	-	B	-	-	-	-	4	4	-	-	4
Literacy Workbook One	S	5	5	40	40	10	-	-	B	60	N	SF	O	4	4	1	5	4
Literacy Workbook Two	S	5	5	40	40	5	-	5	B	60	N	SF	O	-	4	1	5	4
Classroom Display Materials		Not available for review.																
Cassette Tapes		Not available for review.																
NEWS FOR YOU (New Readers Press, 1988)	G	5	5	45	5	25	10	5	A	15	Y	S	O	-	5	1	5	4
NEWSBOOK OF READING COMPREHENSION ACTIVITIES (Clayton Publishing Co., 1978)	G	10	10	50	10	20	-	-	I	150	Y	FS	E	-	2	5	5	2
THE NON-STOP DISCUSSION WORKBOOK (Newbury House, 1981)	S	15	50	15	10	10	-	-	A	65	Y	S	O	-	4	1	5	3
NOTION BY NOTION, BEGINNING ESL PRACTICE BOOK (Newbury House, 1981)	S	20	30	20	15	10	-	5	B	70	Y	SF	E	-	4	1	5	4

A NEW START: A FUNCTIONAL COURSE IN BASIC SPOKEN ENGLISH AND SURVIVAL LITERACY

Lesson Format

The student book does not contain complete lessons but rather visual materials and dialogues which students need in order to complete each lesson. Lessons appear in the teacher's book. These consist of:

1. A statement of the lesson objective.
2. Materials needed for the lesson.
3. Dialogues included in the lesson.
4. Instructions on how to present the oral and written activities.
5. Follow-up activities (in-class, outside class, or both).

For written activities students are divided into literate and non-literate groups. The teacher works with each group separately. The teacher assigns work which is not in the text to the literate group while the non-literate group does exercises in the literacy workbooks. Lessons in the text are not rigidly sequential and may overlap so the teacher may begin a lesson before finishing another. Appendices give slide/photo recommendations, a list of survival vocabulary, and character cutouts.

Content: Situational/Functional

1. Numbers/quantities
2. Food/restaurants
3. Travel/maps
4. Home
5. Buying things
6. Appointments
7. Requesting
8. Insisting
9. Expressing preferences
10. Asking for directions
11. Ordering food
12. Giving an invitation

Overall Evaluation Rating: 4

This set is appropriate for teaching a spoken, functional English course. The teacher's manual is thorough and clear. The division of material between teacher and student books is a little unorthodox and might disconcert a traditional teacher but is not difficult to learn to use. The literacy workbooks enable the integration of nonliterate students while still addressing their specific literacy needs. The text format puts more emphasis on the teacher and less on the text which helps the student become less dependent on a textbook and more ready to use English in personal interaction. Review exercises allow students and teacher to check on progress. The cassette tape allows the student to hear a different native speaker's voice besides the teacher's. Illustrations are clear and page format is appealing in the student book.

NEWS FOR YOU

Lesson Format

This is a weekly tabloid newspaper consisting of four pages except once a month when it has eight because of an insert on a special topic. There are ten to fourteen articles and three or four mini-articles per issue. The special insert consists of five or six articles. The regular issue has nine to twelve photographs and the insert has five to eight, all captioned. The back page of the newspaper has a comic strip and crossword puzzle, as well as the answer to the preceding week's crossword puzzle. Each issue comes with four pages of exercises, including an answer key. There are typically five to eight exercises of varying types, including crossword puzzles, word location, fill in the blanks, true and false, choosing the correct word, answering questions, and identifying speakers.

Content: Situational/Subject Matter

Following are a few examples of situations and topics found in the articles:

1. National politics/economy
2. History/culture
3. Health/science
4. Music/sports/photography
5. Fashion/society
6. Religion
7. Work/jobs
8. Interesting people/events
9. Law
10. Gardening
11. Weather
12. Individuals in the news

Overall Evaluation Rating: 4

The newspaper has no teacher's guide but doesn't need one, since the teacher is free to do with it whatever he/she wants. It can be used for reading aloud and reading silently in class or at home and provides discussion and writing topics for class exercises or for homework. The homework sheets can also be used as in-class exercises to be done in groups or individually. The vocabulary in the paper is strictly controlled at a fourth to sixth grade level and complex sentences are at a minimum. The great variety of subject matter holds the students' attention. There is always a sprinkling of new vocabulary but not so much as to overwhelm the students. A few idioms are included in the text of each issue. Vocabulary and idioms are reinforced by appearing in subsequent issues. Many ESL students will find the newspaper too advanced, but advanced students can handle it well. The photographs are interesting--often intriguing. Some topics, such as consumer information, directly impact students' lives, however, many are generally educational, such as science and international politics.

NEWSBOOK of Reading Comprehension Activities

Lesson Format

Each short lesson requires the use of a newspaper. The lesson topic is presented and students are instructed to search in the newspaper for articles or words which deal with the lesson topic. The students are then asked to clip out the article or the appropriate words and paste the material on the lesson page. Students are often asked to discuss the material with other students or with the teacher. Pages are perforated for easy removal and drilled with five holes for inclusion in a notebook.

Content: Functional/Situational

The situations are those found in a current newspaper and revolve around the following functions:

1. Understanding word meanings (synonyms, antonyms, etc.)
2. Understanding sentences
3. Understanding longer units
4. Making generalizations and conclusions
5. Predicting outcomes
6. Following directions
7. Identifying sequence
8. Identifying main ideas
9. Forming sensory impressions
10. Recognizing organization
11. Classifying information
12. Identifying details
13. Answering a simple question
14. Identifying persuasive techniques
15. Identifying tone and mood
16. Identifying author's purpose
17. Identifying characterization
18. Solving problems
19. Distinguishing facts and opinion or fiction
20. Identifying cause-effect relationships
21. Making inferences
22. Combining skills

Overall Evaluation Rating: 2

This material was extensively field tested with high school students. Though it might appeal to this age group, the format does not necessarily appeal to an adult learner. In reading through newspaper articles, materials are presented at all levels; it is therefore, difficult to gear instruction to any one level unless the teacher assigns specific articles rather than letting the students select their own. One evaluator felt that some of the topics introduced--distinguishing facts and opinion and predicting outcomes--were too complex for the ESL student's comprehension level. The pages are loosely perforated and could perhaps be torn out of the book and lost before instruction has been assigned for that page.

THE NON-STOP DISCUSSION WORKBOOK

Lesson Format

The book begins with general advice to the teacher and suggested use of class time. Following this are 30 units, each including:

1. A full-page photograph illustrating the unit's topic.
2. A brief explanation of a situation--usually critical--and a statement of what the students must decide.
3. Points for the student to consider.
4. A form on which students should record their decisions.

Each unit requires the students to make multiple, related decisions (e.g., in a lawsuit, how much should each defendant receive?).

Content: Situational

Examples of unit topics are:

1. Good places to visit on vacation
2. Which 12 items to take to a deserted island
3. Planning a TV schedule
4. Planning a college curriculum
5. Giving advice
6. Planning a long trip
7. Discussing different sports
8. Whom to invite to dinner
9. Which public school programs to reduce or eliminate
10. Raising a child

Overall Evaluation Rating: 3

This text is good for developing critical thinking skills. It encourages students to use their knowledge of English in task-oriented discussion. It lends itself well to small-group discussions. One evaluator thought the concept of the book was good but questioned the need for a student to purchase an entire book of discussion exercises. Some of the topics may not be very relevant to the students' lives, such as planning a town or the most important people in history; the topics seem more oriented toward well-educated students who have experience discussing major questions of social importance. Perhaps topics like "Should my child attend a public or private school?" or "What TV programs should my children watch?" might have been more appropriate.

NOTION BY NOTION, Beginning ESL Practice Book

Lesson Format

The 40 units in the practice book are designed to present a range of activities.
Lessons are open ended in design to encourage further practice.

1. Stimulus material--the unit is introduced by a chart, short short dialog or illustration. Practice includes forming and asking questions, giving opinions, or devising short conversations, each patterned on correct grammatical structures.
2. Follow-up exercises--individualized and include detailed directions and, in most cases, examples. Some require students to write sentences, completions, or short paragraphs. All items in each exercise refer to a specific aspect of the unit theme and a single topic.
3. Pair work--introduced at various points. Most relate to the students' life experiences. As language fluency increases in later lessons, students are asked to reach an agreement or make a decision in oral conversation practice.

Content: Situational/Functional

1. Personal details
2. Introductions
3. Family members
4. Occupations
5. Food
6. Location
7. Directions
8. Ability
9. Describing things
10. Likes and dislikes
11. Family chores
12. The weather
13. Class schedule
14. Cooking
15. Making suggestions
16. Shopping
17. Giving presents
18. Finding an apartment
19. Describing people
20. Intentions
21. Planning a vacation
22. Warnings
23. Routines
24. Remembering
25. Completed action
26. Characteristics
27. Personal preferences
28. Personality traits
29. Qualifications
30. Comparisons
31. Health
32. Predictions
33. Responsibility & advice
34. Entertainment
35. Accomplishments
36. Budgets
37. Sports
38. Temperament

Overall Evaluation Rating: 4

Each two-page lesson addresses an authentic adult situation and uses it to present a grammatical structure, though no grammar rules ever appear. There is no teacher's guide, but a summary of language concepts by chapter is included in the back of the book; the preface has suggested teaching strategies. The material is well organized and enhances functional communication.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
NOW YOU'RE TALKING (EA Video, Inc., 1987)																		
Videocassette	S	40	30	10	10	10	-	-	B	1.5	Y	S	NA	-	4	1	5	3
Audiocassettes (5)	S	30	30	-	25	10	5	-	B	5	Y	S	NA	-	4	1	5	3
Student Workbook	S	10	30	35	25	-	-	-	B	30	Y	S	NA	-	4	1	5	3
Teacher's Guide	S								B					3	4			3
ORAL PATTERN DRILLS IN FUNDAMENTAL ENGLISH (Prentice Hall, 1963)	A	30	30	-	-	15	10	15	B	72	Y	G	AE	-	4	3	5	4
PASSAGE TO ESL LITERACY (Delta Systems, Inc., 1981)																		
Student Workbook	S	20	20	20	20	15	5	-	B	200	N	SF	E	-	4	1	5	3
Instructor's Guide	S	-	-	-	-	-	-	-	B	-	-	-	-	4	4			4
Visuals		Not available for review.																
PASSPORT TO AMERICA CULTURAL ADVENTURES FOR BUILDING ENGLISH SKILLS (National Textbook Co., 1984																		
Teacher's Guide	G								I					4	4			4
Adventures in the Southwest	G	10	10	40	-	30	10	-	I	15	Y	F	E	-	4		5	3
The New York Connection	G	10	10	40	-	30	10	-	I	15	Y	F	E	-			5	3
California Discovery	G	10	10	40	-	30	10	-	I	15	Y	F	E	-			5	3
The Coast-to-Coast Mystery	G	10	10	40	-	30	10	-	I	15	Y	F	E	-			5	3

NOW YOU'RE TALKING

Lesson Format

This multimedia set consists of one videocassette, five audiocassettes, and a workbook. All contain the same ten lessons. Students view the videocassette, then practice with the audiocassettes and do the workbook exercises as required. A typical lesson contains:

1. One or more scenes for viewing and listening.
2. Questions and answers for repetition and writing.
3. Exercises for oral and written work.
4. Sentence writing (audiocassettes and workbook only).
5. Question and answer exercise in the workbook or orally.

Every two lessons are followed by a test. The teacher's guide describes the program, gives teaching suggestions, and provides an answer key to exercises and tests.

Content: Situational

Scenes take place in a classroom or at home and include the following situations:

1. Introductions
2. Absences
3. Who's who
4. Feelings (thirst, etc.)
5. Claiming property
6. Relatives/family
7. Sickness
8. Going out
9. Homework
10. What am I doing?

Overall Evaluation Rating: 3

The idea of a student beginning with a videotape, progressing to an audiotape, and then to writing is good. Students see and hear the language in action. Later, they can visualize the action as they listen to the audiotapes and do exercises in the workbook. The workbook exercises have symbols to clearly indicate those on videocassette and those on audiocassette. They provide clear grammatical paradigms and examples as appropriate. The set, however, has a few weaknesses. There are only ten situations, not all of which are relevant to the lives of adults. Rhythmical chanting involves some intonation that is different from normal intonation. The student is expected to figure out the meanings of words which is sometimes very difficult. Some conversations include value judgments which may baffle someone from another culture. There are a few inconsistencies, e.g., the tape says "uncles" and the workbook says "an uncle". Both teacher and students often appear rather grim in the illustrations. In general, the concept of the program is good; but, presentation is not always effective.

ORAL PATTERN DRILLS IN FUNDAMENTAL ENGLISH

Lesson Format

Each lesson begins with a problem sentence to be repeated with appropriate grammatical changes. For example:

1. A. He is a good student.
   B. Is he a good student?
2. A. These books belong to us.
   B. These books are ours.
3. A. The windows were open.
   B. The windows weren't open.

The lesson also includes a list of all words to be used in the drill for preview prior to the actual oral practice. This material was primarily designed for use in a language laboratory situation.

Content: Subject Matter

1. Adjectives
2. Answer forms--shortened
3. Auxiliaries
4. Conditional statements
5. Imperative forms
6. Nouns
7. Pronouns
8. Speech forms--direct
9. Tag endings
10. Verbs

Overall Evaluation Rating: 4

Though primarily designed for use in a language laboratory, with proper teacher training this material would be excellent in the classroom. The author suggests one hour of practice on each of the 72 lessons which might become a bit boring, but the exercises are good and would be of tremendous benefit to the ESL student in learning proper word order and other functions of grammar without actually having to memorize a lot of grammar rules. The words used in the practice drills are very simple and require little explanation.

PASSAGE TO ESL LITERACY

Lesson Format

These books are correlated to Delta's Effective ESL for the 21st Century, which is a core ESL curriculum according to the publisher. The student workbook has 214 pages of exercises beginning with preliteracy, e.g., pattern recognition followed by letter recognition and production, and continuing through simple present tense questions and answers. It includes ten lessons correlated to the above book and ends with an introduction to cursive writing. Exercises in the student workbook include circling the correct answer, filling in the blank, and copying. The instructor's guide contains general teaching notes and specific instructions for each page of the student workbook. Visuals and exercises for duplication are found at the back of the guide.

Content: Functional/Situational

Situations and functions of language are presented in the following stages:

1. Preliteracy--visual discrimination skills and personal information.
2. Literacy--sound/symbol association, the alphabet, digraphs, beginning reading and writing skills.
3. Exercises (10 lessons)--practicing introductions, telling time, identifying things and people, requesting information, in the house, and shopping.
4. Cursive writing--identification and formation of cursive letters, words, and sentences.

Overall Evaluation Rating: 3

This set is very simple and is aimed at the very basic beginner. It is intended for the nonliterate student and does a good job of introducing written English. It is difficult to evaluate because its effectiveness depends greatly on what a teacher adds to it. Within these limitations, it is fairly good. Instructions to the student are minimized and the instructor's guide is clear. Illustrations are clear. Exercises progress in difficulty and activities are varied, thus relieving boredom in the classroom. A teacher with little training could use this set.

PASSPORT TO AMERICA: Cultural Adventures for Building English Skills

Lesson Format

Each brief lesson begins by reading a chapter in a continuing fictional adventure story. As new words are introduced in the text, they are highlighted and defined in the right margin. Following the reading, some brief comprehension questions stressing who, what, where, when, why, and how appear for discussion. The questions could also be answered in writing, though the authors strongly emphasize the use of verbal activities.

Content Subject Matter/Functional

Each book is a separate fictional adventure story which takes the teenage hero and heroine (of Hispanic and Southeast Asian background, respectively) through a region of the U.S. on an adventure in order to solve some mystery. As the main characters travel, the geography, history, and culture of the region are presented.

Vocabulary words are presented in the margins in order to facilitate comprehension without the loss of time or attention involved in looking up words. Definitions are given only in the context in which they are used in the story.

Functions of language are introduced through questions about characters, time, place, problems, events, and resolutions.

Overall Evaluation Rating: 3

The material is designed for an individual with a fourth grade comprehension level regardless of the age of the learner. The story lines, however, might not have appeal to some adults because of the young ages of the two main characters. The geographical, historical, and cultural information presented is very good without being too full of facts and figures. A few illustrations appear, but they often relate to the action in the plot and not to the geographic region. The story line and geographic information bounce back and forth from one to another, and this is a bit distracting.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
PASSPORT TO ENGLISH, GRAMMAR EXERCISES IN CONTEXT (Addison-Wesley Pub. 1985)	A	-	-	10	20	-	-	70	B-I	225	Y	GF	E	-	4	1	5	4
PICTURE STORIES FOR BEGINNING COMPOSITION (Prentice Hall, 1983)	S	15	20	20	30	10	5	-	B-I	40	Y	S	E	-	3	1	4	3
A PICTURE'S WORTH A THOUSAND WORDS A VOCABULARY BOOK (Prentice-Hall, 1988)	S	5	20	10	5	45	15	-	B	100	Y	S	E	-	4	1	5	3
PRACTICAL VOCABULARY BUILDER (National Textbook Co., 1983)	S	15	20	10	5	45	5	-	B-I	32	Y	S	E	4	4	1	5	4
PRACTICE WITH IDIOMS (Oxford University Press, 1980)	A	-	-	10	15	50	-	25	A	75	Y	G	NA	-	3	3	4	3
PROGRESSIVE PICTURE COMPOSITIONS (Longman, 1967) Teacher's Book	G								B-I					4	5			4
Pupil's Book	G	25	20	5	50	-	-	-	B-I	26	Y	S	O		5	1	4	4
Set of 4 picture charts		Not available for review.																
PUZZLES & GAMES IN LANGUAGE TEACHING (Natl. Textbook Co., 1987)	G	10	10	25	25	15	-	15	I-A	10	Y	S	E	-	4	3	5	3

PASSPORT TO ENGLISH, Grammar Exercises in Context

Lesson Format

This is an exercise book which focuses on using rather than describing language. Lessons are structured as follows:

1. Grammar Explanation--an explanation of grammar point(s) to be presented in the lesson and an illustration of proper usage.
2. Activities--written exercises, mostly fill-in the blanks, using the grammatical structures presented. A few oral exercises are presented in the form of role play or pairwork.
3. Checkpoint--a periodic self-test to review and assess student progress.

Content: Functional/Grammatical

Grammatical structures are taught through their function rather than the grammar rule. The material covers most grammatical structures important to beginning and intermediate ESL students such as nouns, pronouns, verbs, adjectives, articles, adverbs, contractions, prepositions, imperatives, interrogatives, causative expressions, etc.

Overall Evaluation Rating: 4

This supplemental grammar material is excellent in exposing and focusing on different aspects of English usage without too detailed an explanation of the rules. The language is functional and natural to the student. A few illustrations accompany the material, and these depict adults in routine, daily activities.

One evaluator felt that the material was too difficult for beginning or intermediate ESL students.

PICTURE STORIES FOR BEGINNING COMPOSITION

Lesson Format

The book contains 16 units. A humorous and generally appealing story provides the framework for the exercises found in each unit. The listening, speaking, reading and writing exercises are based on the picture story and lead up to a final writing experience in which the students write their own story. The six types of exercises included are:

1. Look and listen--listening comprehension exercises based on everyday topics and told in picture format.
2. Let's read--clarifies the meaning of the picture story using only essential words.
3. What's missing--the story is read again with words left out for the students to fill in.
4. Let's talk--provides practice in speaking.
5. Listen and write--dictation to aid spelling skills and correlate spoken English with written English.
6. Let's write--students write the story in their own words using picture cues and key words.

Content: Situational

The 16 stories are designed around correct usage of verbs and are based around humorous everyday topics such as:

1. One way street
2. Birthday present
3. Astronauts
4. Going to the city
5. Saying good things
6. The mean boss
7. Going to the zoo
8. Medical examination

Overall Evaluation Rating: 3

This book is flexible enough to design each learning session around the needs of students. It is an average supplement for ESL classes. All units list objectives that deal with verbs, and the exercises are appropriately matched. The student is not bogged down with rules, definitions, etc. Practical application through speaking, reading, and writing are emphasized. The eight picture panels are designed to tell a story, but one evaluator felt that in some cases it would be difficult to determine the exact story without the accompanying narrative.

A PICTURE'S WORTH A THOUSAND WORDS, A Vocabulary Book

Lesson Format

The book is divided into:

1. Part I--a series of 60 games. Each page has a separate theme such as measurements, geography, senses, etc. Words are illustrated, and the games are intended to develop or expand vocabulary through daily life experiences and to develop survival language skills. Games are primarily matching a word, a concept, or a short phrase to an illustration. There may be more than one correct answer to each question.
2. Part II--important words in use. On the left side of each page an alphabetical word list appears. Clues to each word are on the right-hand side of the page. There is only one correct answer. This material is designed to reinforce vocabulary learned in Part I. A cross-reference between Parts I and II is given.

An answer key is available for Part II.

Content: Situational

Part I contains 60 separate "theme pages." These are presented as 12 very distinct topics in Part II:

1. Adjectives (descriptions)
2. Animals
3. Body
4. Clothes
5. Earth, weather and seasons
6. Family
7. Food
8. House
9. Leisure
10. Places and travel
11. Verbs (activities)
12. Work and study

Overall Evaluation Rating: 3

The materials provided are very good and should prove to be beneficial as a supplement for teaching the beginning level student. One evaluator, however, felt that the author could have included additional suggestions or a bibliography of other materials that could be used in conjunction with this workbook. The workbook has no biases, and the lessons are very appropriate as supplementary material for teaching basic survival English. Lessons center around learning activities to help develop and expand vocabulary and language skills and become familiar with daily activities of the American way of life.

PRACTICAL VOCABULARY BUILDER

Lesson Format

This book consists of 32 ditto masters depicting different situations with appropriate vocabulary. The teacher's guide for each duplicating master includes:

1. Vocabulary--sixteen items in 7 languages.
2. Teaching suggestions--listen to and repeat simple sentences using new vocabulary; respond to questions in complete sentences; fill-in-the-blanks.
3. Activities--games, discussion questions, role-plays, research questions, and cultural activities.

Content: Situational

Situational topics include:

1. School
2. Bank/post office
3. Police and fire
4. Hospital/emergencies
5. Road signs/airport
6. Restaurant
7. Laundromat
8. Telephone
9. Gardening
10. Sewing and handcrafts

Overall Evaluation Rating: 4

This is basically a good book. The choice of vocabulary is good. The choice of languages is practical for use around the world; however, in the U.S. there are large numbers of immigrants who speak other languages not found in the book. The pictures are clear; the activity lists are good; and, the layout of the book makes any item very easy to find. The pictures are small and can be cut out and mounted on heavy paper for playing games. This gives the book unusual flexibility.

PRACTICE WITH IDIOMS

Lesson Format

Each of the 16 chapters is divided into the same format:

- Part I A guessing exercise which requires students to analyze the contextual setting of the idiom and to extract an appropriate definition or synonym.
- Part II A matching exercise to check guesses missed.
- Part III Provides a detailed explanation of an idiom.
- Part IV Focuses on grammatical features which tie the idioms in each chapter together.
- Part V Multiple choice test of idiom understanding and retention
- Part VI Requires students to write brief sentences using idioms in correct response to a specific question.

A review section appears after several of the parts to reinforce student learning.

Content: Grammatical

The grammatical structures presented are:

1. Intransitive verbal idioms
   a. Intransitive verbs with particles
   b. Intransitive verbs with prepositions
   c. Intransitive verbs with particles and prepositions
2. Transitive verbal idioms
   a. Transitive verbs with movable particles
   b. Transitive verbs with immovable particles
   c. Transitive verbs with prepositions: Type I
   d. Transitive verbs with prepositions: Type II
   e. Transitive verbs with prepositions: Type III
   f. Transitive verbs with particles and prepositions
3. Nominal, adjectival and adverbial idioms
   a. Nominal forms: Pairs of nouns
   b. Nominal forms: Adjective + noun combinations
   c. Adjectival forms: Pairs of adjectives
   d. Adjectival forms: Various compounds
   e. Various adverbial forms

Overall Evaluation Rating: 3

The author states that the purpose of this book is "to encourage the active participation of the learner in acquiring knowledge of the meaning and structure of American idiomatic expression." One evaluator believes that the author succeeds in this purpose, but that the level of the book is above the learning level for which the author states it is intended; the very advanced ESL student would most benefit from the book.

One evaluator noted the lack of a teacher's guide; a four-page introductory section in the book is addressed to the teacher without additional explanation or suggestions for presenting the material.

PROGRESSIVE PICTURE COMPOSITIONS

Lesson Format

This text consists of 26 compositions for oral and written work. The suggested procedure for each composition is:

1. Picture story--build story by means of question and answer drill.
2. Rehearsal--relate story orally by responding to cue words.
3. Exercises--sentence completion.
4. Composition--original composition based on story.
5. Dictation--based on story.

The teacher's book contains two model compositions written at two different structural levels for each story. The level of difficulty of the model compositions gradually increases. The teacher's book also has notes on how to teach the lessons.

Content: Situational

Examples of story topics are:

1. A dog takes a girl's ball and her father gets it back.
2. A gardener rakes leaves into piles and the wind scatters them.
3. A farmer goes home from market in his wagon, falls asleep enroute, the horse stops and eats grass, and the farmer finishes the trip at night.
4. A boy sees a blind man approaching a hole in the sidewalk and helps him around it.
5. A man digs up an old pot in his garden and throws it into his neighbor's garden. The neighbor finds it, cleans it, and sells it to a jeweler.

Overall Evaluation Rating: 4

This is a good series. The pictures are clear, rich in detail but not cluttered, and depict a lot of action. The stories are often humorous and have universal appeal. The story line should be clear to almost any student of any background. The series is intended for British schoolchildren; however, the pictures are not obviously childish, and the series could be profitably used with adults in the U. S. The approach of eliciting the story orally from the students and doing a comprehension exercise before writing it is a sound idea. The stories could be repeated with different tenses or with different degrees of detail; however, the teacher's book does not provide for this. The content is flexible and can fit into almost any teaching methodology. Instructions to the teacher are very brief and clear.

PUZZLES & GAMES IN LANGUAGE TEACHING

Lesson Format

This is a teacher's manual containing instructions for constructing and using puzzles and games as language-learning tools. Games are presented as: (a) discrete-point puzzles; (b) global puzzles, and (c) interactional games. The title of each game is presented, such as "Scrambled Letters and Words." Following an illustration of what a finished game might look like, Construction Techniques and Instructional Objectives are presented in detail to the teacher. Instructions for 18 different types of games are included.

Content: Grammatical

Situations are chosen by the teacher and the games or puzzles are constructed accordingly. The various kinds of games and puzzles are as follows:

1. Scrambled letters and words
2. Crosswords
3. Word searches
4. Word tic-tac-toe
5. Word mazes
6. Match-ups
7. Cryptograms
8. Associations
9. Word wheels
10. Visual puzzles
11. Riddles
12. Word tricks
13. Logic problems
14. Math puzzles
15. Games and classroom communication
16. Games based on discrete point
17. Well-known games
18. Teacher--made games

Overall Evaluation Rating: 3

This material focuses on the design of puzzles and games by the teacher for second language acquisition. The puzzles can be designed at the appropriate language level of the student, however, it would be difficult to design any for the beginning ESL student. Games are adaptable to a variety of languages, and games and puzzles can be made progressively more difficult as students progress. Some of these games might be quite time consuming to design such as the word search and crosswords.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
READER'S CHOICE: A READING SKILLS TEXTBOOK FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE (University of Michigan, 1975)	G	10	15	50	10	15	-	-	I-A	75	Y	S	O	-	4	2	4	4
READING BY DOING: AN INTRODUCTION TO EFFECTIVE READING (National Textbook Co., 1968)																		
Text	A	-	-	90	10	-	-	-	I-A	131	Y	F	O	-	4	2	5	3
Teacher's Guide	A								I-A					3	4			3
READING FOR ADULTS (Longman, 1971)																		
Book One	G	-	-	80	15	5	-	-	I	50	Y	S	O	-	3	1	5	3
Book Two	G	-	-	80	15	5	-	-	A	50	Y	S	O	-	3	1	5	3
READING FOR TODAY: A SEQUENTIAL PROGRAM FOR ADULTS (Steck-Vaughn Co., 1987)																		
Book 1	S	5	10	40	20	15	5	5	B	45	N	S	LEA	-	4	5	5	4
Book 2	S	5	20	40	10	15	5	5	B	45	Y	S	LEA	-	4	5	5	4
Book 3	S	5	20	40	10	15	5	5	B-I	45	Y	S	LEA	-	4	5	5	4
Book 4	S	5	20	40	10	15	5	5	I	45	Y	S	LEA	-	4	5	5	4
Book 5	S	5	20	40	10	15	5	5	I	45	Y	S	LEA	-	4	5	5	4
Teacher's Ed. 1-5	S								B-I					5	4			5

READER'S CHOICE: A Reading Skills Textbook for Students of English as a Second Language

Lesson Format

The single volume consists of fifteen units divided into language skills and reading skills.
Language skills exercises include:

1. Word study--vocabulary from context, word analysis , and dictionary use.
2. Sentence study--analysis of sentences for meaning.
3. Paragraph reading and analysis--main idea, detail, meaning from context, conclusions.

Reading skills exercises include:

1. Skimming--fast reading for general idea.
2. Scanning--fast reading to locate specific information.
3. Reading for comprehension--careful reading for total meaning.
4. Critical reading--make judgments about what is read.

The introduction describes the book, gives comments and suggestions for the teacher, and offers a sample lesson plan. At the end of the book are an appendix of stems and affixes and an answer key to the exercises.

Content: Situational

Reading selections include technical prose, mystery, conversation, newspaper and magazine articles, narratives, short stories satire, essay, and mystery. Examples of situations are:

1. Overpopulation
2. Handling stress
3. Sonar for the blind
4. Why we laugh
5. Humorous autobiography
6. Short story "The Lottery"
7. Toffler's Future Shock.

Overall Evaluation Rating: 4

This book is well planned. It does a good job teaching the various skills involved in reading. The teacher's notes are useful. The reading selections are varied and interesting. The book might be too difficult for many intermediate students, but some might be able to use it--especially the better-educated and more sophisticated. The reading selections do not deal with everyday life situations but rather more with major issues facing humanity. The choice of exercises is good for the purpose.

READING BY DOING: An Introduction to Effective Reading

Lesson Format

This book contains five sections, each divided into a series of subskills. The sequence for presenting the subskills is:

1. Explanation of the skill--short and simple statement explaining the subskill.
2. Here's how to do it--model passage for students to read.
3. Practice--completion exercises, question and answer, sequencing, etc. for skills practice.

The teacher's guide gives an overview of the book, lists learning objectives, mentions student types and placement, lists reading selection topics and levels, has a page of teacher instructions, and provides an answer key to the exercises.

Content: Functional

The five reading functions presented are:

1. Finding facts and details
2. Establishing order or sequence
3. Finding expressed main ideas
4. Finding metaphoric meaning
5. Reading for implied main ideas.

Overall Evaluation Rating: 3

This book is intended for native English speaking high school students, not ESL students from other countries. It uses an advanced level of English which would be difficult for many ESL students. It assumes knowledge of American culture which immigrants probably would not have (e.g. familiarity with Dicken's A Christmas Carol). The exercises are good for the purpose of the book, which is learning to read effectively, and the reading selections are varied and interesting. The lack of pictures is not helpful in an ESL book.

READING FOR ADULTS

Lesson Format

Each text contains twenty reading selections, each followed by five exercises and a glossary. Exercises include:

1. Transformation
2. Sentence formation
3. Sentence completion
4. Multiple choice
5. Supplying missing words
6. Answering questions
7. Reordering
8. Filling in blanks

The readings are profusely illustrated with colored photos, diagrams and drawings.

Content: Situational

Some of the situational topics are:

1. Hidden treasure
2. Whistle-language
3. Famous people
4. Cave art
5. History of Wimbledon
6. Pyramids
7. Volcanoes
8. Gold!
9. Radar
10. Beginning of scouting

Overall Evaluation Rating: 3

Books One and Two of a series of three were evaluated. The readings cover a variety of topics which would be of interest to students who are well-educated and/or who have great curiosity about the world beyond their immediate surroundings. For most ESL students, topics of more immediate relevance and greater utility are preferred. The pictures are interesting and attractive. The exercises are good and relate to the preceding reading, but require more abstract thinking than that of which most ESL students are capable. The books are British; therefore, a few readings (e.g., pub signs) are not very relevant to readers in the U.S.

READING FOR TODAY: A Sequential Program for Adults

Lesson Format

This is a five-book developmental reading program. Book 1 contains 3 units with the following types of exercises:

1. Phonics--letter and sound associations for consonants.
2. Sight words--sight words in short phrases or sentences.
3. Words and sentences--sight and function words within complete sentences.

Books 2 to 5 contain seven units with the following lesson format:

1. Unit opener--oral language activities based on unit theme.
2. Review words--reinforcement exercises for words from previous unit.
3. Sight words--new words in sentence context.
4. Phonics--word families from known words.
5. Structural language--prefixes, suffixes, irregular verbs, contractions, possessives, etc.
6. Comprehension--reading selection using all unit skills and followed by comprehension questions.
7. Comprehension (Books 4 and 5)--finding facts, main idea, sequence, context clues, drawing conclusions.
8. Life-coping skills (Books 4 and 5)--discussion and questions on real-life situations.

All books end with a word list and diagnostic placement test and include review exercises

Content: Situational

Each unit focuses on a real-life adult theme, such as:

1. Maintaining health
2. Coping with false arrest
3. Rearing children
4. Handling social relationships
5. Overcoming shyness
6. Helping children learn to read
7. Adapting to a new country
8. Finding work as an artist

Overall Evaluation Rating: 4

This series has a pleasing format with many interesting pictures which are appropriate for the intent of the lessons. The situational topics are appropriate for new immigrants as well as for any adult ESL student. The four major language skills are addressed with an emphasis on vocabulary building, oral language development, and reading. The series begins with the assumption of no knowledge of English and no literacy skills and progresses to literacy skills in English. The books are easy to use with many review exercises. Structural language exercises are based largely on vocabulary and very little on sentence structure, which the student is apparently expected to infer from the readings. The teacher's guide is clear and states the objectives of each lesson. The placement tests are based on vocabulary, not on grammar.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
READING POWER (Addison-Wesley, 1986)	A	-	-	80	10	10	0	0	A	35	Y	F	O	4	4	1	4	3
READING TODAY'S ENGLISH (Steck-Vaughn Co., 1975)																		
Book 1	S	10	25	30	10	20	5	-	B	40	Y	S	E	-	4	3	5	4
Book 2	S	10	25	30	10	20	5	-	I	40	Y	S	E	-	4	3	5	4
READING AND CONVERSATIONS (English Language Services, 1976)																		
Book 1	G	5	30	35	10	15	-	5	A	20	Y	S	E	-	4	1	4	3
Book 2	G	5	30	35	10	15	-	5	A	20	Y	S	E	-	4	1	4	3
REGENTS ENGLISH WORKBOOK (Prentice-Hall, 1986)																		
Beginning	A	-	-	10	10	-	-	80	B	140	Y	G	O	-	5	1	5	5
Intermediate	A	-	-	10	10	-	-	80	I	140	Y	G	O	-	5	1	5	5
Advanced	A	-	-	10	10	-	-	80	A	110	Y	G	O	-	5	1	5	5
SMALL TOWN DAILY (Pro Lingua Associates, 1984)	G	10	20	50	10	10	-	-	I-A	40	Y	S	LEA	-	3	1	4	3
SPAGHETTI AGAIN? (Collier McMillan, 1988)	S	10	20	30	10	20	-	10	B	14	Y	S	E	-	4	1	5	4
SPAGHETTI FOREVER (Collier McMillan, 1988)	S	10	20	30	10	20	-	10	I	14	Y	S	E	-	4	1	5	4

READING POWER

Lesson Format

This volume is divided into an introduction, four main parts, and appendices. The introduction briefly presents the rationale for the organization of the book and points out that the four parts are to be used simultaneously. The four parts are:

1. Reading for pleasure--rationale, where to find books, class library, book conferences with teacher, and rate improvement practice.
2. Reading comprehension skills--activities focused on the thinking processes.
3. Reading faster--reading passages of 200-400 words to be timed and followed by comprehension questions.
4. Thinking skills--multiple-choice exercises relating to the reading passage.

The appendices contain student progress charts and answer keys to all exercises followed by a Teacher's Supplement with comments about teaching each part of the book.

Content: Functional

The functions covered are: Previewing, predicting, scanning, guessing word meanings, topics in general, topics of conversations, topics of paragraphs, main ideas of paragraphs, finding the pattern of organization of a piece of writing, using reference words, and skimming.

Overall Evaluation Rating: 3

The book is well organized. The layout of pages and the drawings are attractive. The organization into four parts deals with four important aspects of reading. One evaluator thought that working in four parts of the book simultaneously might be confusing for the student. The choice of reading passages is good; the topics are interesting, although they are not survival-type topics, such as how to write a check or buy a shirt. The book assumes the student can already read English and needs to learn to read it well. As a text for improving reading skills, it rates a good 4; as an ESL text, it rates a 3.

READING TODAY'S ENGLISH

Lesson Format

Each lesson has four main parts:

1. The reading--consists of a short narrative. The authors state that Book One is at grade levels three to four, and Book Two is at grade levels five to six. Each reading presents a real life problem to be discussed.
2. The dialogue--used by the people in the story to discuss the problem presented. The authors present these at about two grade levels below that of the story. This section also explains idiomatic phrases used in the context of the dialogue and the story.
3. Exercises--to develop reading comprehension, presented in various patterns to aid in developing language skills. The various exercise patterns give teachers many models on which to fashion their own drills.
4. Small talk--informal conversations designed to bridge the gap between formal conversations and informal talk.

Content: Situational

Book I:

1. Emergencies
2. Food
3. Getting ready
4. On the job
5. Getting it fixed
6. Fun for free

Book II:

Book II addresses the same six situations but includes a different set of subtopics for each of the situations.

Overall Evaluation Rating: 4

This is an above average set of books for the adult ESL student. It includes excellent situational content designed around various grammatical functions, though no grammar rules are ever stated and grammar is learned through guided oral drills. The reading level, though stated by the authors to be at the beginning level, appears to be more advanced than that for which the beginning student would be prepared. Some of the less commonly used vocabulary words which appear in the reading (i.e., crisscross, pickle recipe, blown fuse) are not defined and would require some explanation by the teacher.

A skills chart is included at the end of each book to summarize grammar concepts in each unit. An answer key for all of the exercises is also included as a self-check.

READINGS AND CONVERSATIONS

Lesson Format

Book 1 consists of 20 lessons with the following general format:

1. Words and phrases--list of difficult vocabulary used in the lesson.
2. Conversation/reading--reading selection or dialogue based on different aspects of American life.
3. Exercises--questions and answers, vocabulary practice, fluency drills, punctuation, and writing exercises.

Content: Situational

The content concerns the U.S., its history, its people, and its customs. Lesson topics are:

1. Geography of the U. S.
2. History of the U. S.
3. Holidays
4. National/state/local government
5. Education in the U. S.
6. American speech
7. Transportation
8. Communication

Overall Evaluation Rating: 3

The level of English used in this book is fairly high. The book is better than many books on citizenship topics because it is geared more to the ESL student by virtue of having language drills. The English could be made easier, however, and conventional forms of expression that one finds in history books but not much in conversation could have been eliminated, such as heavy use of passives and certain idioms. To some extent, this has been done, but more is possible. The drills are good, but unexciting. There is no teacher's guide. The topics chosen are good and the dialogues seem natural.

REGENTS ENGLISH WORKBOOK

Lesson Format

The three workbooks consist entirely of exercises, one to a page. All exercises in the first two books cover grammatical structures and progress in difficulty. The third consists of review exercises, exercises on difficult structures, punctuation, and reading selections with comprehension questions. Each volume has a brief note to the teacher pointing out that the book is supplemental and that the teacher should not assume that a student who successfully completes an exercise needs no further practice, or that the exercises are too easy for most students. Each volume has an answer key on perforated pages.

Content: Grammatical

Book 1: 'be', 'have', 'there is'; plurals; present, past and future tenses; pronouns (possessive, relative, reflexive); contractions, abbreviations; silent letters; objects; negatives, questions; comparative; short answers; ordinals; irregular verbs.

Book 2: Review; 'have to', idioms; tag questions; grunds, participles; passive; conditionals; perfect tenses; modals; subjunctive; word stress.

Book 3: Review of most of above; exclamatory and emphatic forms; position of prepositions; difficult words; comma; general punctuation; spelling rules; seven reading selections (e.g., by Mark Twain, Pied Piper of Hamlin).

Overall Evaluation Rating: 5

Each exercise clearly focuses on its topic. The one page format makes the book very clear and well-organized for any student. Exercises progress in difficulty but each is independent, so the teacher can choose only those which are needed. The books can clearly supplement almost any material or teaching style. Explanatory material is at a minimum, which is fortunate because it would be difficult for a student to understand extensive grammar explanations. However, examples are adequate and clear. Sentences in the exercises are short, clear and natural. Adequate space is provided for the student's written answer, and the bright white paper and crisp printing are attractive. Perforated answer keys for easy removal make the books very flexible; answer key can be removed to reduce temptation to peek or left in for convenience.

SMALLTOWN DAILY

Lesson Format

This reader consists of edited newspaper articles at various reading skill levels from beginning to advanced, presented in a newspaper format. Reading skill levels for each article are indicated by asterisks. The purpose is to provide the learner with a "distinctly American view of our contemporary world." Six different teaching techniques are suggested:

1. An in-class sequence using one article.
2. An in-class sequence using two different articles.
3. An in-class sequence using several pairs of articles.
4. An in- and out-of-class sequence with small groups each reading six to eight articles.
5. An in- and out-of-class sequence with small groups each articles.
6. An in- and out-of-class sequence using one article.

The authors have made an effort to focus on readings in order to develop reading skills, to illustrate linguistic form, to impart information, and to stimulate intellectual development, rather than on follow-up oral or written exercises. It is left to the teacher and the students to make use of the readings in a way that is relevant and appropriate for the class.

Content: Situational

Articles are presented in the same chronological order in which they appeared in the newspaper. They can be divided into the following topics, with beginning, intermediate, and advanced reading levels on each topic:

1. Agriculture
2. Americana
3. Animals
4. Arts
5. Business
6. Education
7. Environment
8. Food
9. Health
10. History
11. Holidays
12. Human interest
13. Humor
14. International
15. Law and crime
16. Minorities
17. Politics and government
18. Psychology
19. Religion
20. Science
21. Social issues
22. Sports
23. Travel
24. War and peace
25. Weather

Overall Evaluation Rating: 3

This material is average. Assuming the learner and the teacher take advantage of the cultural information, it would provide an insightful lock at life in the U.S. There are a number of illustrations included which accompanied the original article when it was published. Because this material is reproduced from newspaper reports, some of it is already outdated.

SPAGHETTI AGAIN?/SPAGHETTI FOREVER

Lesson Format

The texts are based on the theory that reading is an interactive process between prior knowledge and the concepts activated by the text. Both books follow the same format:

1. Getting ready to read--illustrations introduce new concepts and vocabulary.
2. Using the vocabulary--comments are made about the illustrations which accompany each lesson.
3. Thinking and questioning--students are asked to formulate a question about additional illustrations.
4. The reading--each reading is a chapter in a continuing story, and the reading uses concepts and vocabulary from the previous three steps.
5. Comprehension activities--various forms, including fill-ins, discussion, word associations, etc.
6. Vocabulary practice--activities incorporate vocabulary from the story.
7. Comparing old and new concepts--students discuss the concepts from the story.

Content: Situational

These two books are the continuing story of Sarah Lewis, a single parent raising three teenagers. Lessons progress in difficulty. Situations are typical and realistic--problems with a daughter and her less-than-acceptable boyfriend, not enough money, the children and their part-time jobs, meeting an old boyfriend, renewing a relationship, problems with the childrens' reactions to the relationship, an unreasonable boss, resolving problems with the relationship.

New vocabulary is introduced along with each chapter, and a few grammatical structures appear.

Overall Evalutaion Rating: 4

These are good texts for developing reading skills and comprehension. In addition to learning vocabulary and developing comprehension,the situational realism is appealing and a possible development of coping skills could be achieved, depending on how the teacher presents the material. Because of the nature of the story line, this material might not appeal to some older adult age groups.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
SPEAKING NATURALLY: COMMUNICATION SKILLS IN AMERICAN ENGLISH (Cambridge University Press, 1985)																		
Text	S	25	40	10	10	5	10	-	I	35	Y	FS	NA	-	4	5	4	3
Audio cassette	S	40	40	-	-	-	15	5	I	1	N	FS	NA	-	4	5	4	3
SPEAKING OF SURVIVAL (Oxford Univ. Press, 1982)	S	15	25	20	10	30	-	-	B	30	Y	S	E	-	4	1	1	5
SPEAKING UP AT WORK (Oxford University Press, 1985)																		
1. Text	0	30	30	15	15	-	-	10	I	30	Y	S	NA	-	4	1	5	4
2. Teacher's Manual	0								I					4	4			4
SPEAKOUT: LESSONS IN ENGLISH ORAL LANGUAGE (Curriculum Associates, 1988)																		
Level One Text	G	20	25	10	5	20	20	-	B	50	Y	S	A	5	-	1	5	3
Level Two Text	G	20	25	10	5	20	20	-	I	50	Y	S	A	5	-	1	5	3
Level One Teacher's Guide	G								B					5	4			5
Level Two Teacher's Guide	G								I					5	4			5
SPOT DRILLS: ILLUSTRATED GRAMMAR EXERCISES (Oxford University Press, 1983)																		
Book 1	A	10	10	20	10	10	-	40	B	60	Y	G	A	-	4	1	5	4
Book 2	A	10	10	20	10	10	-	40	I	60	Y	G	A	-	4	1	5	4
Book 3	A	10	10	20	10	10	-	40	I	60	Y	G	A	-	4	1	5	4

SPEAKING NATURALLY: Communication Skills in American English

Lesson Format

The emphasis is on speaking and listening. Each of the 11 units has the same lesson format:

1. Dialogues--students listen to recorded dialogs as they read along in the book. Discussion that focuses the students' attention to the teaching point follows. A question about the level of formality follows.
2. Reading--students are assigned a short reading focused on the use of the appropriate language functions in a specific situation. Discussion of cultural differences follows.
3. Phrases--students listen to and repeat phrases on the cassette. Grammar and pronunciation differences for the different levels of formality are pointed out discussed.
4. Small group practice--students use cued dialogs to apply conversation from start to finish. Language functions are specified and terms numbered so a natural conversational exchange will follow.
5. Mini role-plays--often included to let students use what they have learned freely and to give immediate feedback.

Content: Functional

1. Openings and closings
2. Introductions and addresses
3. Invitations
4. Thanking people
5. Apologizing
6. Expressing anger/resolving conflict
7. Giving/receiving compliments
8. Getting people's attention
9. Agreeing and disagreeing
10. Controlling conversation
11. Getting information

Overall Evaluation Rating: 3

This is an average supplement designed to teach students how to perform certain language functions in English by presenting some of the social rules for language use. The recorded dialogues expose students to a range of American accents and different levels of formality. The roleplays and cued dialogs encourage interaction in the classroom. There is no separate teacher's guide; the first four pages of the text are instructions for the teacher, and they are easy to use. The situations use are realistic, however, they are limited to Caucasian names, and one evaluator felt this exhibited bias. Students whose priority is social interaction can best benefit from this book.

SPEAKING OF SURVIVAL

Lesson Format

Each of the 14 units is self contained and could be completed without covering any of the other units. All are organized in the following format:

1. Presentation--a full-color contextualized illustration depicting the basic vocabulary needed for the unit; includes an individual practice with pictures and conversation typical of that in which the words would appear.
2. Expansion--includes oral and written execises based on the Presentation section; includes substitution practice, matching, question and answer, role play, and word play
3. Cultural information--generally consists of two readings each providing cultural information, including emergency advice. The readings are followed by true/false questions, information questions, and opinion questions allowing comparison of cultures.
4. Activities--small group or individualized activities, including "Talk it Over" designed for oral practice and "Do It" providing written practice in order to develop coping skills.
5. Practice guide--a one-page outline at the end of each section with helpful information which can be used as a ready reference as needed.

Content: Situational

The text is organized around 14 units:

1. Doctor
2. Hospital
3. Dentist
4. Housing
5. Fire and robbery
6. Jobs
7. Banking
8. Post office & phone
9. Transportation
10. Food
11. Clothes
12. Furniture
13. Day care centers
14. Repairs

Overall Evaluation Rating: 5

The text does an excellent job of serving its intended purpose. The language is appropriate and relevant to the adult ESL learner. Situations are authentic. There is no teacher's guide, but it is really not needed; the first five pages contain notes to the teacher. Though the book does cover all four basic skills --reading, writing, speaking, and listening--it would be most useful as a supplement rather than as a teaching system because of its low emphasis on written communication.

SPEAKING UP AT WORK

Lesson Format

The text consists of 11 units, each divided into three sections. Sections One and Two of each unit emphasize oral communication. In Section One, students learn language and culture. In Section Two, students learn how to respond appropriately when receiving training and how to behave appropriately on the job. In Section Three, emphasis is on reading and writing skills.

Activities include conversations, the introduction and practice of useful on-the-job expressions, role play, training exercises to simulate on-the-job tasks, using what you have learned (how to transfer information into the work place), in the U.S. (culture as it relates to the work place), and informational readings which provide a variety of information regarding job policy and work procedures.

Content: Situational

1. Greeting/addressing people
2. Asking for clarification
3. Understanding work schedules
4. Phoning in sick
5. Giving/asking for directions
6. Time clocks/sheets
7. Talking about your family
8. Asking for help
9. Understanding paychecks
10. Talking about your job
11. Concern for safety
12. Safety rules
13. Being polite
14. Incorrect work
15. Fire prevention
16. Apologizing
17. Tools and parts
18. Understanding W-4 forms
19. The weather
20. Schedule changes
21. Understanding benefits
22. The weekend
23. Procedure changes
24. Health insurance
25. Past work and education
26. Discussing problems
27. Understanding unions
28. Coming to the U.S.
29. Receiving/delivering messages
30. W-2 forms/paying taxes
31. Making new friends
32. Advancement
33. Understanding job postings

Overall Evaluation Rating: 4

This is an excellent source for teaching newcomers to the U.S., as well as native Americans who are newcomers to the job force and need an understanding of workplace functions. All learning activities center around situational themes with no apparent bias. The teacher's guide provides good suggestions for use of the material. In using this material, students will develop basic language competencies necessary to function successfully in the workplace, and they will also learn valuable information needed for job advancement.

SPEAKOUT: Lessons in English Oral Language

Lesson Format

Each of the two books consists of 65 lessons. Each lesson provides drills on a different sound in English. A typical lesson contains:

1. Key words--one for each spelling of the target sound.
2. Words--ten high-frequency words containing the target sound, by reading level.
3. Phrases--the ten lesson words used in phrases.
4. Sentences--the ten lesson words used in sentences.
5. Word pairs--five sentences using minimal pairs, one of which contains the target sound.
6. Fill-in-the-blank--use the word from a minimal pair that contains the target sound.
7. Larger meanings--an exercise to define five idioms containing the target sound.

The teacher's guide explains the contents of the student text, suggests how to teach the lessons, provides an answer key to the exercises, compares sounds in English and Spanish, and contains a list of lifeskills vocabulary by categories.

Content: Subject Matter

Each lesson covers a different sound of the English language and each book contains a list of lifeskills vocabulary by categories. The sounds included and samples of lifeskills categories are:

1. Vowels
2. R-controlled vowels
3. Consonants
4. Consonant digraphs
5. Consonant blends
6. People/body parts
7. Home/school
8. Jobs/money
9. Numbers/colors/time
10. Places/directions

Overall Evaluation Rating: 3

The suggestions in the teacher's guide are good, and a teacher needs little experience to use it. Students are encouraged to write in their books; therefore, the books are consumable. The grammar and idioms used are appropriate for intermediate students; the pronunciation drills are more appropriate for beginners. However, the books can be useful in a situation where students know a fair amount of grammar but have not mastered pronunciation. Some teachers may prefer to drill pronunciation in a functional or topical context. This is a good book for those teachers who prefer to do pronunciation drills in a nonfunctional and nontypical context.

SPOT DRILLS: Illustrated Grammar Exercises

Lesson Format

Three principal types of drills are presented in Book 1:

1. Substitution drills--require a substitution and usually another change (such as pronoun or an auxiliary) in the sentence.
2. Fill-in exercises--require that a word or group of words be added to complete a sentence.
3. Sentence formation exercises--require that complete sentences be formed based on a model presented.

Books 2 and 3 include:

1. Fill-in exercises--see Book 1.
2. Sentence formation exercises--see Book 1
3. Sentence combination exercises--require that one sentence be embedded into another as a subordinate clause.

All lessons begin with an illustration of the grammar structure to be emhasized. Lessons are one page long and could be completed in approximately 30 minutes. They are not sequenced, so they may be covered in any order as needed.

Content: Grammatical

Book 1 (110 lessons):

1. Verb phrases
2. Noun phrases
3. Types of sentences

Book 2 (75 lessons)

1. Noun phrases and adjectives
2. Verb phrases
3. Adverbials

Book 3 (75 lessons):

1. Noun phrases
2. Verb phrases
3. Adverbial clauses
4. Multiple included clauses

Overall Evaluation Rating: 4

This is an above average grammar series of short lessons which can be presented in any order as needed by the students. Supplementary material is included in the back of the book with helpful grammatical tables, teacher's notes, an answer key, some suggestions for expanding the drills, and cross references to other similar drills. Though the primary focus of the material is on grammatical structure, some indirect benefits in the reading, vocabulary, listening, and speaking skills areas will be gained from many of these exercises.

Title and Components	Purpose/Focus	Skill Areas: Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar	Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
SPRINGBOARDS: INTERACTING IN ENGLISH (Addison Wesley Pub. Co., 1984)	G	25	35	20	10	10	-	-	I	25	Y	SF	E	-	4	4	5	5
STEPS TO U.S. CITIZENSHIP (Steck-Vaughn Co., 1985)																		
Student Book	ESP	15	15	15	15	25	15	-	B-I	30	Y	S	E	-	5	4	5	4
Teacher's Guide	ESP								B-I					3	4			3
STIMULUS: A FIRST READER/WORKBOOK IN ENGLISH (Little, Brown & Co., 1984)	G	-	30	25	30	15	-	-	I	50	Y	S	E	-	3	1	4	3
TAKE A STAND: DISCUSSION TOPICS FOR INTERMEDIATE ADULT STUDENTS (Longman, Inc., 1978)																		
Text	G	40	50	10	-	-	-	-	I	15	Y	S	NA	-	4	1	5	4
Cassette		Not available for review.																
TALK-A-TIVITIES: PROBLEM SOLVING AND PUZZLES FOR PAIRS (Addison Wesley Pub. Co., 1985)	5	40	40	5	5	10	-	-	I	35	Y	FS	E	-	5	4	5	5
TALK IT OVER: DISCUSSION TOPICS FOR INTERMEDIATE STUDENTS (Longman Inc., 1978)																		
Text	G	35	45	10	-	10	-	-	I	30	Y	S	NA	-	4	1	5	4
Cassette		Not available for review.																

SPRINGBOARDS: Interacting in English

Lesson Format

This is a book of activities designed to foster communication skills and practice in using them. There are five chapters, each divided into eight sections or groups of activities:

1. Getting acquainted--provides students with an opportunity to use English in social situations.
2. Portrait gallery--practice in group interaction and in presenting and defending a personal opinion.
3. Memory skills--practice in using a given memory technique while studying a picture, a word list, or a chart.
4. Crossword puzzles--reinforces vocabulary and structures.
5. You be the judge--actual court cases tried before a judge; students are presented the facts and then asked to make a decision. The actual court ruling is included in the answer key.
6. It's only logical--practice in explaining logic puzzles.
7. Story pictures--reproductions of Norman Rockwell paintings designed to promote convergent and divergent thinking, to develop attention to detail, and to expand interpretive ability to go beyond the literal facts.
8. Classes and categories--an old-fashioned parlor game designed as a vocabulary review.

Content: Situational/Functional

Each section or group of activities focuses on different situations:

1. Introducing oneself, asking and answering personal questions, giving information
2. Recalling/responding
3. Interpreting a picture
4. Solving puzzles
5. Presenting and defending an argument
6. Explaining solutions
7. Interpreting/predicting
8. Using the telephone

Overall Evaluation Rating: 5

This is an excellent supplementary workbook because it allows for and promotes student interaction. The pictures shown in the text are of good quality and are very useful to the lessons. For example, Norman Rockwell's paintings always tell a story; new ESL students have an opportunity to use the English language to make up their own story based on these paintings. The open ended questions are also appealing because they promote the students' own responses--not simply a repetition of what is in the book. An introductory section addressed to the teacher with some suggestions for using the materials is included. There is an answer key in the back of the book.

STEPS TO U.S. CITIZENSHIP

Lesson Format

Each of the six sections in the text is formatted as follows:

1. Key words--vocabulary list of important words which appear in the material including both a brief definition and phonetic pronunciation.
2. Subject matter--presented in narrative form time lines, maps, illustrations, photographs, government forms, etc.
3. Check your vocabulary--matching exercise based on key words.
4. Review--brief written responses to questions based on content. Chapter Two presents a number of government forms to complete.
5. Before going on--list of review questions to which the student should be able to answer "yes" before going on to the next chapter; questions deal with the important facts of each chapter as might be covered on a citizenship exam.

Content: Subject Matter

1. Requirements for becoming a U.S. citizen
2. Application to file petition for naturalization
3. The founding of a new nation--U. S. history
4. The U.S. Constitution
5. The federal government
6. State and local governments
7. Appendix
   a. Offices of immigration and naturalization
   b. Presidents of the U.S.
   c. Abbreviations of states
   d. Comprehensive glossary
   e. Answer key

Overall Evaluation Rating: 4

This text provides students with a sufficient amount of information about the United States in order to pass a citizenship exam; it does not overburden them with facts, figures, names, or dates. The objectives of each section are clearly defined, and the glossary of key words is presented first so students will have a better understanding of the new material as it is read. The teacher's guide contains some excellent suggestions for presenting each section and for richly supplementing the material to make it more meaningful. The book is free of racial, ethnic, religious, and sexual biases. The Appendix is a valuable reference tool for both the student and the teacher.

STIMULUS: A First Reader/Workbook in English

Lesson Format

This reader offers 40 simple readings clustered thematically. Readings in each of the 10 chapters vary in length, and material may be covered in any order. Each lesson always begins with a narrative; this is followed by a variety of written or oral exercises, including: interviews, fill-ins, writing paragraphs, crossword puzzles, true-false questions, word associations, discussions, and others.

Content: Situational

The ten themes used are:

1. Families
2. Our world
3. Folktales/legends
4. Ingenuities
5. Work
6. Places, old and new
7. Problems: technological, science, moral
8. Customs
9. Business and management
10. Entertainment

Each unit contains a variety of readings on its particular subject. For example, the unit on entertainment includes readings on videos, music, camping, and betting. Our World discusses galaxies, the Milky Way, oceans and continents, and the water cycle.

Overall Evaluation Rating: 3

The author states in the preface that this is a workbook for the first year ESL student literate in his or her native language. Two evaluators felt that the material was too advanced for the first-year student and more appropriately should be presented to the advanced intermediate ESL learner. The material provides a good opportunity to study not only American themes and concerns, (such as Johnny Appleseed and careers in the United States) but also worldwide concerns (such as nuclear war, choices of life and death). The exercises are varied so students will not be bored. Themes are self-contained, and the material can be covered in any order.

TAKE A STAND: Discussion Topics for Intermediate Adult Students

Lesson Format

The book contains 30 units, each consisting of two pages. The first page introduces the topic via a dialogue, comic strip, pictures, quotation, or newspaper excerpts. The second page consists of five parts intended to involve the student in the issue and spark a discussion. The five parts are:

1. Comprehension questions.
2. Statement of two viewpoints with supporting arguments.
3. A series of statements with which one may agree/disagree.
4. Related points for discussion.
5. An extension exercise--for discussion in class or research outside class.

The class proceeds through the parts of the second page until a discussion develops and then, since the object of the unit has been achieved, the book can be abandoned although the class may not have finished the second page.

Content: Situational

The authors have chosen controversial topics likely to provoke discussion. Examples are:

1. Changes in life
2. Energy waste
3. UFOs
4. A court-martial
5. Self-improvement
6. Reporting a shoplifter
7. A Houdini code
8. Family relations
9. Pollution
10. Who owns your time?
11. Scope of applications
12. Marriage contracts

Overall Evaluation Rating: 4

This book has many interesting topics--all controversial. They are presented in a variety of ways, which makes the book interesting. The first section on the second page (comprehension questions) is useful for making sure people understand the issue or topic. The numerous questions and points of view can stimulate a lot of thinking. The one drawback of the book is that many of the topics (e.g. energy waste, environmental changes, pollution) require that the students widen their perspectives into areas they may be unaccustomed to thinking about, while others (e.g. a court-martial, an art theft to make a political protest, astrology) may involve topics far removed from the students' lives. In either case, the students may not have thought about the topic and may not be prepared to do so, or be interested in doing so, resulting in little discussion. There are, however, several topics closer to daily life (e.g. vacation, shoplifting, who owns one's time) that are relevant to all students. Sophisticated and well-educated students would probably have good discussions with any of the topics.

TALK-A-TIVITIES: Problem Solving and Puzzles for Pairs

Lesson Format

This is a resource book for teachers containing games to develop oral communication skills. Activities are designed for use in pairs or with small groups; all are presented in the form of reproducible blackline masters which, once removed and duplicated (the author gives permission for this), may be placed in a three-ring notebook or folder for future use. Games involve communicating information effectively from one individual to another. The solutions to the problem situations presented depend entirely on the level of effective communication between the students. There is no single answer to most questions. Lessons include having one student describe a picture which another one draws without seeing it; completing a crossword puzzle where one student has the answers for the across words and the other has the answers for the down words; giving oral directions using a map; completing a drawing using a numbered grid. Each of the 70 games is designed to take approximately 30 minutes.

Content: Functional/Situational

Some typical situations and functions are:

1. Making appointments
2. Ordering from a catalog
3. Using an airline timetable
4. Giving/asking for directions
5. Making comparisons
6. Describing
7. Sharing information

Overall Evaluation Rating: 5

This is an excellent supplement to any ESL series. It allows students to enhance their own English language skills rather than use an existing dialog developed by someone else. Step by step directions are included for the teacher along with a statement of purpose and rationale for each game. In addition to developing oral communication skills, listening skills and reasoning abilities can be strengthened; perhaps some new vocabulary might also be learned, depending on how each game is played. When applicable, answer keys are included. This material would not be appropriate for a beginning class.

TALK IT OVER: Discussion Topics for Intermediate Students

Lesson Format

The book contains 30 two-page lessons in the following format:

1. Presentation of lesson topic (left page)--dialogues, newspaper articles, letters, pictures, forms, tables, narratives, or comic strips.
2. Comprehension questions (right page)--simple questions followed by implication questions.
3. Construction of arguments--students state point of view.
4. Discussion of students' opinions about topic--direct questions stimulate opinions.
5. Discussion questions relating to the topic--free conversation.
6. Quiz, discussion topic, proverb, etc., for students to think about and talk about after class.

Notes to the teacher are found at the beginning of the book, and an answer key and a list of useful phrases for discussion are found at the back of the book.

Content: Situational

Each lesson addresses a different situation, such as:

1. A court case
2. Distributing work by sex
3. Football
4. Better choice for a new employee
5. Boy who cried 'wolf'
6. Eating too much
7. Elements of success
8. Reporting a theft
9. Proper education curriculum
10. Motor vehicles--good or bad

Overall evaluation Rating: 4

This book contains many interesting topics that can generate good discussions depending on how well the teacher presents the material. A book like this is heavily dependent on the personality of the teacher, but it can be excellent in the hands of a good teacher. The choice of topics is good and their presentation is varied and interesting. The questions posed are, on the whole, appropriate for the content and the language level. The general idea of the book--that the teacher should proceed through the material on the second page until a conversation begins and then discard the book and go with the conversation--is a good one.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
THREE EASY PIECES (Addison-Wesley Pub. Co., 1984)	G	10	20	30	10	20	-	10	I	40	Y	S	LEA	-	4	1	5	3
TWO-WORD VERBS IN ENGLISH (Harcourt, Brace, Jovanovich, 1981)	S	10	25	5	25	20	10	5	I	22	Y	S	E	-	4	1	5	3
USING MONEY SERIES (Richards Pub. Co., 1987)																		
Counting My Money	S	-	-	25	35	40	-	-	B	20	Y	S	O	-	5	1	5	
Making My Money Count	S	-	-	25	35	40	-	-	B	20	Y	S	O	-	5	1	5	
Buying Power	S	-	-	25	35	40	-	-	I	25	Y	S	O	-	5	1	5	
Earning, Spending and Saving	S	-	-	25	35	40	-	-	I	25	Y	S	O	-	5	1	5	
VOCABULARY FLUENCY (Curriculum Assoc., Inc., 1982)																		
Book A	G	10	10	10	10	50	10	-	I	100	Y	S	E	-	4	1	5	3
Book B	G	10	10	10	10	50	10	-	I	100	Y	S	E	-	4	1	5	3
Teacher's Guide A	G								I					3	4			3
Teacher's Guide B	G								I					3	4			3
Cassette Tapes A	G	50	50	-	-	-	-	-	I	1	Y	S	A	3	4	1	5	3
Cassette Tapes B	G	50	50	-	-	-	-	-	I	1	Y	S	A	3	4	1	5	3

THREE EASY PIECES

Lesson Format

This book contains three stories with four chapters each. Each chapter follows the same format:

1. Reading--the chapter is read. New vocabulary words are underlined in the paragraph and defined at the bottom of the page.
2. Exercises:
   a. Understanding the story--checks comprehension through a number of questions in various forms.
   b. Useful words and expressions--matching new words with meanings.
   c. Finding linking elements--so plus result phrases: but; that and it as referents; time expressions with when, while, before, after, etc.
   d. Ideas to talk/think about--activities to link elements in the story to the learners' own lives through pair, small group, and whole class discussions.
   e. Ideas to write about--assigned optionally as needed, to link the story with personal experiences.
   f. Ideas to improvise--role playing short scenes from the stories.
   g. Things to do--extended group projects.

Content: Situational

The themes of the stories are centered around situations such as: fantasy, romance, science fiction, suspense, adventure, etc. Approximately 550 new vocabulary words are introduced. They are summarized in a core vocabulary list at the back of the book. A few grammatical forms are also introduced through use of the new vocabulary words in various contexts.

Overall Evaluation Rating: 3

This material, through its story line and main characters, is designed for the younger adult, and may not have much appeal to other age groups. The authors' purpose was to provide a text for students who still need considerable exposure to basic language structure so they can begin using what they already know to develop an enjoyment of reading.

The core vocabulary list does not include definitions, nor does it reference the page number on which the word is introduced. It does include reference to the part of speech which the word takes in the text when a word can be used more than one way.

An answer key to the exercises is included.

TWO-WORD VERBS IN ENGLISH

Lesson Format

This book contains fifteen lessons consisting of the following:

1. Narrative--sets the lesson focus and uses 20-30 two-word verbs.
2. Glossary--defines and illustrates the new two-word verbs.
3. Exercises--silent and oral reading, substituting, forming questions, using different tenses, pantomiming, and writing original sentences.

Cumulative review exercises are found at the end of the fifteen chapters.

Content: Situational

Each lesson has a situational topic, such as:

1. School life
2. Home life
3. Business
4. Personal relationships
5. Reading and writing
6. Competition
7. Transportation and travel
8. Physical activity
9. Speaking
10. Thinking and remembering

Overall Evaluation Rating: 3

This book presents a basically sound approach to learning two-word verbs. The choice of verbs is good, the exercises are sufficiently varied to hold student interest, and the reading selections provide a sufficiently large context to clarify the meanings of the verbs. There are no illustrations. Some teachers may not wish to teach two-word verbs separately; in that case, this is not their book. Some may feel that 30 verbs in a single lesson is too much.

USING MONEY SERIES

Lesson Format

Book One consist entirely of pictorial exercises on adding coins and paper money and identifying their values. Book Two also consists of pictorial exercises on making change but moves into answering verbal questions and using larger sums of money. Exercises in Book Three deal with making change, figuring total costs of purchases, totaling bills, and comparing prices. Book Four contains exercises on figuring gross and net pay, budgeting, installment buying, sales taxes and bank services. Most of the exercises involve making lists, answering questions, and filling in forms.

Content: Situational

1. Coins/bills
2. Relative value
3. Totaling groups of coins
4. Coin problems
5. Making change
6. Adding purchases
7. Buying food/clothes
8. Comparing prices
9. Allowance
10. Spending/saving
11. Planning your spending
12. Banking services

Overall Evaluation Rating: 3

These books are a good source of exercises for learning to use the vocabulary needed in dealing with American money. The extensive use of pictorial exercises enables nonliterate students to begin quickly to do the exercises. The absence of a teacher's guide is no problem; the books are easy to use without one. The illustrations are clear and the topics are relevant for any new immigrant. The series was rated a three because it has one major drawback as ESL material, i.e., much of the English used is at the intermediate level throughout the series. Anyone who has been in the U. S. long enough to master that much English has been in the country long enough to have long since mastered the use of U. S. money. The books would be appropriate, then, for someone with a modest knowledge of English acquired outside the U. S. or someone who is illiterate but who has a need to learn to deal with survival skills in personal finances.

VOCABULARY FLUENCY

Lesson Format

Each volume consists of 50 three-page lessons, each fifth lesson being a review. The first page of a lesson lists twenty words grouped semantically followed by sentences using the words. These are to be repeated. The second page consists of a dialogue using the same words. The third page includes sentence completion, word association, and word classification exercises using the twenty words and writing them in "semantic spelling" (writing only the first three letters and later finishing the word). The teacher's edition explains how to teach the lessons, gives the rationale of semantic spelling, lists vocabulary being learned, and provides sample answer sheets to the exercises.

Content: Situational

Categories of words are taught through dialogues and plays based on situations, such as:

1. Family picnic
2. Dizzy rhymes
3. Squirrel hunt
4. National champions
5. Delivery difficulties
6. Love 'em or leave 'em
7. Going, going, gone
8. Taking a bough
9. Foiled again!
10. Stiff competition

Overall evaluation Rating: 3

As the title indicates, these books are intended for vocabulary building and fluency. They utilize phonics for semantic spelling. If a teacher likes this approach, the books could be very good. The format is simple and easy to understand. The bright white paper makes reading easy in any light. Boxing words and sentences helps organize the page. The teacher's editions clearly explain how to use the book. The rationales given for semantic spelling are less clear; some don't really seem to support that approach. One possible drawback is that the sentences in the dialogues have a level of grammar achieved by students who in many cases have already reached the vocabulary level where they know the words being taught by the book. The dialogues and plays in Book A consist of topics and sentences which are more appropriate for children; Book B is more appropriate for adults. Both books, however, often include banter.

Title and Components	Purpose/Focus	Skill Areas: Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar	Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
VOCABULARY IN CONTEXT (The University of Michigan Press, 1988)	A	10	25	10	-	30	-	25	I	100	Y	GS	E	-	3	5	5	4
VOCABUREADER WORK-BOOKS (Pro Lingua Associages, 1984-1986)																		
The Zodiac Book 1	G	5	15	30	10	40	-	-	I	24	Y	S	E	-	4	1	5	3
Potluck Book 2	G	5	15	30	10	40	-	-	I	24	Y	S	E	-	4	1	5	3
American Holidays Book 3	G	5	15	30	10	40	-	-	I	24	Y	S	E	-	4	1	5	3
Summer Olympic Games Book 5	G	5	15	30	10	40	-	-	I	24	Y	S	E	-	4	1	5	3
WHAT'S THE STORY? SEQUENTIAL PHOTOGRAPHS FOR LANGUAGE PRACTICE (Longman, Inc., 1981)																		
Student's Book 1	S	5	35	10	30	15	-	5	B	25	Y	S	NA	-	3	3	4	5
Student's Book 2	S	5	35	10	30	10	-	10	I	25	Y	S	NA	-	3	3	4	5
Student's Book 3	S	5	35	10	30	10	-	10	I	25	Y	S	NA	-	3	3	4	5
Student's Book 4	S	5	35	10	30	10	-	10	A	25	Y	S	NA	-	3	3	4	5
Teacher's Guide	S								B-A					4				4
Wall Charts		Not available for review.																
WRITING IT RIGHT: BEGINNING HANDWRITING AND COMPOSITION FOR STUDENTS OF ESL (Prentice-Hall, 1986)	S	10	-	5	50	20	-	15	B	36	Y	GS	E	-	4	1	5	3

VOCABULARY IN CONTEXT

Lesson Format

These lessons teach how to use words in conversation rather than teaching the meanings of new words. Lessons follow the same general procedure:

1. Attention pointer--to call attention to the lexical area or items that are to be taught.
2. Presentation--a conversation in which the items being taught are illustrated and defined by context, often presented in a "situational framework." This section may include a corresponding grammar lesson.
3. Generalization--included as a "note" when it is necessary to bring out a specific point about the lexical items to be taught; when the items are defined in the presentation or included as a group of words (foods, professions, etc.), this sections is omitted.
4. Practice--usually a drill exercise, aimed at increasing the student's fluency in using both grammatical structures and lexical items.

The first lessons treat general cultural areas; the last lessons cover large technical areas such as the university and politics.

Content: Situational/Grammatical

Situations:

Thirty lessons include from one to six situations organized to develop correct usage of grammar and vocabuarly in context: greetings, meals, numbers, time, daily activities, the weather, health, etc.

Subject matter is taught through the real life situations and includes: vocabulary usage, basic grammar, campus life, geography, government, and politics.

Overall Evaluation Rating: 4

This book provides an excellent way of introducing vocabulary in context to intermediate ESL students. A few illustrations are included to aid the vocabulary recognition process. Clever conversational questions and statements are used in drills for oral practice. One evaluator felt that training in linguistics would be required to teach the material appropriately. Another evaluator felt that while the material was above average, the book appeared a little too cluttered.

This text is one part of "An Intensive Course in English." The other three parts are: (1) Pronunciation, emphasizing the mastery of English sounds, (2) Sentence Patterns, emphasizing grammatical structures, and (3) Pattern Practices, for the formation of automatic habits.

VOCABUREADER WORKBOOKS

Lesson Format

Each book focuses on a different topic as indicated by its title. All lessons are organized as follows:

1. Reading--each selection describes one aspect of the topic of the book, and calls attention to key vocabulary by putting it in bold face print.
2. Exercises--found after each reading selection and include fill-in-the-blanks, multiple choice, matching, and original sentences.

Each book contains suggestions for the teacher, answers to all exercises, and a key word index at the back of the book.

Content: Situational

Each book contains subject matter and situations dealing with its topics. Examples are:

1. Signs of the Zodiac (1)
2. Breakfast/lunch (2)
3. Dinner/special occasions (2)
4. American holidays (3)
5. Birthdays (3)
6. Olympic games - history, etc. (5)
7. Olympic sports - swimming, etc. (5)

Overall Evaluation Rating: 3

These books have interesting topics. Books 2 and 3 focus on topics which are especially relevant to newcomers to the U.S., since meals and holidays are important aspects of American life. The topics of books 1 and 5 (the Zodiac and the Olympics) are not as relevant; however, since most people are interested in human qualities and sports, the topics should still interest most students. The books build a large body of useful vocabulary which is useful far beyond the topics of the books. The illustrations are good and the exercises are appropriate. The suggestions to the teacher are brief but adequate. A big drawback is the level of English used in the books; only the most advanced students could read it.

WHAT'S THE STORY? Sequential Photographs for Language Practice

Lesson Format

Each book consists of 12 units based on a group of related pictures found at the back of the student book (or the Wall Charts). The focus is on the use of the pictures to develop communication and composition skills through the following activities:

1. Place pictures in random order for students to look over.
2. Students rearrange pictures, freely, to make a story.
3. Give cues, if necessary, with clarifying questions.
4. Ask one student to give brief summary.
5. Students discuss why sequence is logical.
6. Students tell the story with new details which are noticed.
7. Draw attention to other people and elements in story.
8. Practice rephrasing the same idea.
9. Students retell the story using new vocabulary and structures.
10. Use the foregoing steps for writing exercises.

The vocabulary, structure, reading, and composition exercises in the student books are then assigned as classwork or homework. Each level has its own unique set of photographs around which the exercises are designed.

Content: Situational

Situations in the stories are based on daily occurrences:

1. Argument between friends
2. A moral dilemma
3. A new baby
4. A wedding
5. Losing one's job
6. Finding money
7. Sitting in the park
8. Shopping

Overall Evaluation Rating: 5

This is excellent supplementary material. There is an "official" story to accompany each four-photo set around which the exercises are developed. The uniqueness about this material is that the students are not just given situations, they develop their own using as much or as little detail as they desire based on the photographs. It is up to the students to sequence the pictures. Students can try out new vocabulary words and structures in a comfortable environment. The teacher's guide is excellent and full of suggestions for using the material.

WRITE IT RIGHT: Beginning Handwriting and Composition for Students of ESL.

Lesson Format

The book consists of 23 lessons. The typical format for each lesson is as follows:

1. Lesson topic--presented with pictures, illustrations statement of objectives, dialogs, informational statements, and/or short readings.
2. Exercises--fill-in-the-blanks, partial sentences, sentence combining, and creative writing practice.
3. Punctuation--practice exercises presented when a new punctuation point occurs.
4. Dictation--provides review of structures, vocabulary, spelling, and punctuation.

There are three appendices which include a list of irregular verbs, punctuation rules, and spelling rules.

Content: Situational/Grammatical

The content covers real life situations and a variety of everyday topics. Examples are:

1. The alphabet/numbers
2. Weather
3. The family
4. Occupations
5. Sports
6. Sports/Olympics
7. Buying a car
8. Going camping
9. Getting a driver's license
10. Living in the past

Grammatical topics begin with letter recognition, elementary phonics, and the verb BE and progress through the future tense, quantifiers, and real conditionals, as well as various kinds of paragraphs (instructive, descriptive, chronological, comparative).

Overall Evaluation Rating: 3

This book fills a niche that is often ignored: the student who needs to write English but does not need a full course in the spoken language. The authors assume that the student has no previous exposure to English; therefore, such a student would be unable to read the instructions for the exercises. The grammar points are boxed with a minimum of text, which is good. Pictures help clarify meanings. The book appears easy for a teacher to use, but some may wish more teaching instructions than are provided. The book moves fairly fast through English grammar and would be more appropriate for a student with a strong educational background who is accustomed to gleaning ideas from the printed page and recognizing patterns.

Title and Components	Purpose/Focus	Skill Areas							Level	Hours of Instruction	Learner Literacy	Syllabus Design	Methodology	Teacher's Guide	Physical Quality	Field Testing	Lack of Bias	Overall Evaluation
		Listening	Speaking	Reading	Writing	Vocabulary	Pronunciation	Grammar										
THE WRITE STUFF: LIFE SKILLS WRITING TEST AND ESSAY WRITING (Contemporary Books, Inc., 1986)																		
Instructor's Guide	A								A					4	4			4
Life Skills Writing (Exercise Book)	A	10	-	15	65	10	-	-	A	35	Y	S	O	-	4	2	4	4
Test & Essay Writing (Exercise Book)	A	-	-	20	70	10	-	-	A	30	Y	F	O	-	4	2	4	4
Shaping Sentences		Not available for review.																
Putting It In Paragraphs		Not available for review.																
Writing for a Purpose		Not available for review.																
WRITING AS A THINKING PROCESS (The University of Michigan Press, 1972)	A	5	-	5	50	35	5	-	A	150	Y	S	O	-	3	5	5	3
YOU'RE IN BUSINESS! BUILDING BETTER ENGLISH SKILLS (Addison/Wesley, 1984)																		
Text	ESP	15	15	35	15	20	-	-	A	75	Y	S	E	-	4	1	4	4
Tape	ESP	70	-	-	20	10	-	-	A	1	Y	S	E	-	4	1	4	4

THE WRITE STUFF: Life Skills Writing
Test and Essay Writing

Lesson Format

Test and Essay Writing is an exercise book which provides practice in prewriting, writing, and revising as well as practice in four types of expository writing:

1. Narrative writing
2. Persuasive writing
3. Descriptive writing
4. Informative writing

Practice in writing in a test situation is also provided.

Life Writing Skills is an exercise book which focuses on writing tasks encountered in everyday life. Activities include practice in writing for different reasons, questions and answers, fill in the blanks, close, etc. Actual writing practice includes:

1. Filling-in blanks (the format for most exercises).
2. Instructions, directions, messages.
3. Announcements, notes, messages.
4. Getting your money's worth (consumer complaints).
5. Writing for information and advice.
6. Writing to persuade.
7. Getting a job (completing applications and forms).
8. Writing on the job.
9. Choosing key words for short messages.

Content: Situational/Functional

1. Filling out forms
2. Writing instructions and messages
3. Writing letters
4. Writing to express your opinion
5. Narrating
6. Persuading
7. Describing
8. Informing

Overall Evaluation Rating: 4

These books give the more advanced ESL students, especially those whose goal it is to pass the GED, an opportunity to develop writing skills. The real strength of this series lies in the Teacher's Manual. Many adult education instructors need special instruction to help students develop the writing process and use the "holistic" scoring method. This manual provides this information. Unfortunately, the advanced level at which this material is presented may be inappropriate for most ESL students.

WRITING AS A THINKING PROCESS

Lesson Format

Exercises are presented at three levels, preceded by an introductory explanatory exercises section, all designed to develop expository writing skills. Semantic and cognitive approaches are emphasized. Lessons begin with the students' following the text as the teacher reads aloud. This is followed by a variety of exercises designed around the writing structure being emphasized. Some of the exercises are brief fill-ins while others require a more lengthy written response such as a sentence, short paragraph, or essay. A list of new vocabulary words is presented, and extensive exercises designed to assure mastery of the vocabulary words are included.

Content: Situational

The situational content and subject matter areas were chosen because they are topics in which educated adults are interested. They are presented in recurring cycles throughout the book:

1. Government
2. History
3. Transportation
4. Communications
5. Nutrition
6. Economics
7. General Science

Overall Evaluation Rating: 3

This material helps the advanced ESL student develop expository writing skills through extensive written exercises. Vocabulary acquisition during the course of this material is excellent and of a general enough nature to be quite useful to the ESL learner at the advanced level. One evaluator felt that this material would soon become boring because it is assumed that the students will write at every class session and for all homework assignments. ESL students generally like and need to be more actively involved in the language.

YOU'RE IN BUSINESS: Building Better English Skills

Lesson Format

This material is organized around 11 chapters dealing with basic areas of business. Each chapter begins with a reading selection introducing the topic. The selection is also found on the audio cassette. Exercises based on the reading follow:

1. Vocabulary building--vocabulary in context, matching, multiple choice, etc.
2. Listening/note-taking skills--comprehension questions and outlining exercises.
3. Reading comprehension questions--finding the main idea, noting details, making inferences
4. Vocabulary review--exercise in rephrasing expressions
5. Debate--practice in using words and ideas in conversation.

Content: Subject Matter

The topics covered are general to all types of businesses and include:

1. Basic factors in business
2. Legal forms of organizations
3. Production
4. Factory layout
5. Personnel
6. Marketing
7. Distribution
8. Promotion
9. Financial statements
10. International business
11. Computers

Overall Evaluation Rating: 4

The author states that this book was written to meet the needs of the foreign student who is intending to study business at an American university. The text and cassette provide good information and practice for this very specific type of ESL student. Vocabulary appears to be fairly inclusive in each topic area and provides a good foundation for more specialized study in the business field. A glossary of words introduced is included at the end of the chapter for review purposes.

Section III

Appendices

APPENDIX A

List of Publishers

LIST OF PUBLISHERS

ABLEX PUBLISHING CORPORATION
355 Chestnut Street
Norwood, N.J. 07648-9975
201/767-8450

ACADEMIC PRESS INC.
Subsidiary of Harcourt Brace Jovanovich, Inc.
Orlando, FL 32887
305/345-4100 800/321-5068

ADDISON-WESLEY PUBLISHING CO., INC.
World Language Division
Reading, MA 01867
617/944-37001 800/223-3323 214/638-3190 (Texas)

Orders:
Attention: Robert D. Naiva
Route 128
Reading, Mass. 01367-9984

THE ALEMANY PRESS
Division of Janus Book Publishers, Inc.
2501 Industrial Parkway, W.
Hayward, CA 94545
415/887-7070

ALTA BOOK CENTER
14 Adrian Court
Burlingame, CA 94010
415/692-1285

AMERICAN ASSOCIATION FOR VOCATIONAL INSTRUCTIONAL MATERIALS
120 Driftmier Engineering Center
University of Georgia
Athens, GA 30602
404/542-2586

AMERICAN-CANADIAN PUBLISHERS, INC.
P.O. Box 4575
Santa Fe, NM 87502
505/471-7863

APPLE PIE PUBLISHING CO.
7521 E. Costilla Ave.
Englewood, CO 80112
303/770-1784

ARCO PUBLISHING, INC.
215 Park Ave., S.
New York, NY 10003
212/777-6300

ARDEN LIBRARY
Mill & Main Streets
Darby, PA 19023
215/726-5505

BALLARD & TIGHE, INC.
480 Atlas Street
Brea, CA 92621
714/990-4332 900/321-IDEA

BASIL BLACKWELL
432 Park Ave., S., Suite 1505
New York, NY 10016
212/684-2890

BARNES & NOBLE BOOKS
Division of Harper & Row
10 E 53rd St.
New York, NY 10022
212/207-7000

BARRIER & KENNEDY, ESL
P.O. Box 58273
Raleigh, NC 27658
919/847-1079

BARRON'S EDUCATIONAL SERVICES, INC.
113 Crossways Park Dr.
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17. Our Democracy
    Steck-Vaughn Co.

18. Practice for U.S. Citizenship (Bilingual)
Prentice-Hall

19. Steps to U.S. Citizenship
Steck-Vaughn Co.

20. Su Nueva Vida en Los Estados Unidos
Center for Applied Linguistics

21. Their New Life in the United States
Center for Applied Linguistics

22. The U.S.A.: Customs and Institutions
Prentice-Hall

23. Your Government and You
Richards Publishing Co.

From Refugee Materials Center

Vietnamese

24. To Become a Citizenship

25. How to Apply for Naturalization

26. Information About the U.S.A.

27. Questionnaire for Prospective Citizens

Cambodian

28. U.S. Constitution

29. The Bill of Rights

Laotian

30. The Bill of Rights

31. The Pledge of Allegiance

32. The Constitution of the U.S.A. (Preamble)

33. U.S. History Handbook for Laotian Speaking Students

Chinese

34. The Constitution of the U.S.A. (Preamble)

35. The Pledge of Allegiance

36. The Bill of Rights

Spanish

37. U.S. Government Guide to American Culture

38. The Bill of Rights

39. U.S. Declaration of Independence

APPENDIX E

Testing

1. Adult Education ESL Teacher's Guide
   - ESL Oral Assessment
   - Literacy Assessment

   Texas A&I University
   Center for Continuing Education

2. Basic Engish Skills Test (B.E.S.T.)
   Center for Applied Linguistics

3. A Comprehensive English Language Test for Speakers of English as a Second Language (C.E.L.T.)
   McGraw-Hill

4. EDS Diagnostic Skill Level Inventories
   - Pre Reading
   - Basic Reading
   - Basic Mathematics
   - Advanced Reading
   - Advanced Mathematics
   - Writing Skills - GED level
   - Mathematics - GED level
   - Reading Skills - GED level
   - Science - GED level
   - Social Studies - GED level

   Educational Diagnostic Services, Inc.

5. EDS Power Tests
   - Language - Basic level
   - Language - Advanced level
   - Mathematics - Basic level
   - Mathematics - Advanced level

   Educational Diagnostic Services, Inc.

6. ESL Oral Assessment
   Literacy Volunteers of America

7. The HELP Test: Henderson-Moriarty ESL Literacy Placement Test
   The Alemany Press

8. IDEA Oral Language Proficiency Test (IPT) - Sampler
   Ballard & Tighe

9. Ilyin Oral Interview Test
   Newberry House Publishers

10. Listening for Structural Cues with the Ilyin Mini Check System
    The Alemany Press

11. Notional Functional Exercises with the Ilyin Mini Check System
    The Alemany Press

12. Screening Test for Adults With Learning Difficulties (S.T.A.L.D.)
    Education Service Center, Region IX

13. Test of English as a Foreign Language - TOEFL
    Prentice-Hall
    Cliff's Notes

APPENDIX F

Outline of Native Language Literacy for Spanish Speaking Adults

(To be used in conjunction with two teacher training videotapes)

NATIVE LANGUAGE LITERACY
WHO are the likely clients? Disadvantaged Adults

Disadvantaged Adults are both:

- undereducated and
- low income status

Characteristics of Disadvantaged Adults

a) Poor self concept
- low socioeconomic level
- lacks educational certificates
- frequently underemployed or unemployed

b) Lack trust
- other individuals/community
- agencies
- government

c) Fear of failure
- at school
- on the job
- as a parent

d) Dependency posture
- many welfare recipients
- use friends and family members to escape economic necessities
- look to social agencies and church for help

e) Short-term orientation
- enjoy present because future is uncertain
- transient housing pattern
- saving for future impossible
- survival today is often the goal

NATIVE LANGUAGE LITERACY
WHY learn the native language first?

1. Philosophical Rationale

- a person is formed by his/her family, language (both spoken and written), religion, and culture. This holistic concept of person requires one to learn his/her native language. Learning to read and write the first time is a very dramatic event.

2. Psychological Rationale

- self-identity and self-image will suffer greatly without possessing the ability to read and write one's own language.

3. Social/Political/Cultural Rationale

- social, political, and cultural integrity requires one to learn his/her own native tongue first. Learning to read and write a dominant culture language while one is a member of a subculture group leads to confusion.

4. Learning Theory Rationale

a) Build on a body of knowledge
   - learn one skill at a time

Spanish	English
- LISTENING	- Listening
- SPEAKING	- Speaking
- Reading	- Reading
- Writing	- Writing

b) Immediately a person can use all the verbal and mental knowledge he/she has, once he/she learns to read and write.

c) Transfer of many first language literary skills to second language acquisition.

d) Rapidity of native language literacy skills heightens adult's motivation to learn more.

NATIVE LANGUAGE LITERACY
A Program Overview

- **Nature of native language**
- **Needs of learners**

1. Adequate Materials Essential
- student text
- teacher's edition
- student workbook
- classroom supplies

2. Comprehensive Literacy Program
- read and write any material in target language
- all symbols of language taught (letters, sounds, numerals, punctuation, symbols of arithmetic)
- word attack skills
- use of dictionary

3. Challenging Literacy Program
- appropriate time frame (about six months)
- essential components of literacy skill development must be included
- optional aspects include some, but not all, of the following: life-coping skills, citizenship, consumer skills, folklore, literature, politics, etc.

4. Learner's Motivation
- perceptable daily progress
- language experience approach (research)
- generative words (questionnaires)
- conciousness-raising themes (interviews)

5. Teaching Symbols of Written Language
- analytic process
- synthetic process

6. Follow-up Program
- sequel to primer (bilingual reader)
- individual instruction methodology
- computer assisted instruction

NATIVE LANGUAGE LITERACY

A. Overview of Text

1. Complete Program for Adults

- presumes no literacy skills
- includes all letters, numbers, punctuation, symbols - + x ÷
- standard Spanish
- uses survival skills to maintain interest, but main goal is literacy

2. Structure of the Text

- 26 lessons - four hours each (approximately six months)
- first half, lessons one to thirteen, teaches all the letters
- second part teaches numbers - lower case - upper case, cursive, use of dictionary, etc.

3. Philosophy of the Text

- adapt when necessary
- no reading readiness activities
- more frequent class meetings augments progress
- immediate results i.e. writing in the first lesson is very motivational

4. General Principles

- reading and writing learned simultaneously
- use lower and upper case simultaneously
- use script letters in the first part through lesson seventeen -very similar to cursive
- importance of order - vowels, common consonants first

. Primera Parte

Lección una: m, a, i, e

Lección dos: p, n, o

Lección tres: l, u, c (/k/)

Lección cuatro: s, v, t

Lección cinco: r, rr, h, d

Lección seis: j, ñ, g (/g/)

Lección siete: b, c, (/s/), ch

Lección ocho: y, q, g, (/kh/)

Lección nueve: z, ll, f

Lección diez: gu (/g/), gu (/gw/)

Lección once: La fundición de la r (tr, pr, gr, fr, br, cr, dr)

Lección doce: La fundición de la l (fl, pl, gl, bl)

Lección trece: k, x, w

Segunda Parte

Lección catorce: Los números del 0 al 10

Lección quince: Los números del 11 al 20

Lección dieciséis: Los números del 21 al 100

Lección diecisiete: Los números del 100 en adelante

Lección dieciocho: Las letras de molde de las lecciones 1 a 5

Lección diecinueve: Las letras de molde de las lecciones 6 a 10

Lección veinte: Las letras de molde de las lecciones 11 a 13

Lección veintiuna: El uso del diccionario

Lección veintidós: Cómo leer para adquirir información

Lección veintitrés: Cómo leer más rápidamente

Lección veinticuatro: Letras cursivas

Lección veinticinco: Completando aplicaciones

Lección veintiséis: Evaluaciones y un Examen Posterior

B. Lesson Format: 1 - 13

1. Check Homework
- extend praise
- suggest improvements

2. Brief Review

3. Key Word = New Letter
- gathered through surveys
- represented by a poster or picture e.g. one's mother (mamá)

4. Divide Word into Syllables - ma·má
- practice basic syllable combinations

me	em
ma	am
mo	om
mu	um
mi	im

- practice with flash cards

5. From Syllables to Words

ma	e
má	le
mamá	fan
	te
	elefante

vertical = syllables

horizontal = words

stressed syllables underlined

6. Minimal Pairs
- identifies importance of letters

7. Words to Phrases

Mi mamá me ama.
(My mother loves me)

8. Writing Skills
- practice new letter, new syllables, and new phases in each class
- make corrections

9. Assign Homework
- practice writing letters
- reread lesson
- write a letter or journal

2.5
2.8
2.2
3.2
2.0
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.6
2.5
2.8
3.2
2.2
3.6
2.0
4.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5

C. Lesson Format 14 - 26

OVERVIEW

- auxiliary skill development (numbers, printed letters, use of dictionary, cursive, applications)
- many phrases and sentences repeated

1. Review

- what problems encountered
- opinions of content read
- ask questions about content

2. New Material

- objective of lesson - content (no key word)
- explain importance
- present a blackboard or cards (substitution drills)
- write new material - demonstrate
- students practice

3. Classroom Strategies

- use materials from daily life (applications, newspaper, flyers)
- students read to themselves
- ask comprehension questions
- discussion themes e.g. family, community issues, culture, and folklore

4. Homework

- additional practice of new material
- assign easy material - interesting stories
- be prepared to discuss material

First Hour of Class

Objectives:

1. Introductions

2. Each person brings important experience to the class.

3. To improve quality of life literacy is necessary.

Materials:

1. All students need name cards with first and/or second names written out in manuscript.

2. Background information on each person.

Procedures:

1. Receive all students cordially and make them feel at home.

2. Have all students introduce themselves. Talk about community and culture.

3. Ask a few questions to relax the class.
   Have gone to school before?
   What problems did you encounter?
   Do other members of your family read or write?
   What kinds of materials would you like to read, if you were able?
   These discussions will assist both the teacher and students.

4. Note special problems as observed. Some adults have difficultly seeing or hearing. Some are physically or emotionally drained when they come to class.

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